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ABSTRACT

GRADES OR AGES: Grades 8-10. SUBJECT MATTER: Vocational home economics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one for each grade. Sections are further subdivided into units, each of which is laid out in three columns. Column headings are goals and concepts, activities and resources and notes. The guide is printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Skill, behavioral, and attitudinal objectives are listed in each unit. One or more activities are correlated with each objective. Activities cover a variety of home economics topics, including child care, cooking, sewing, grooming, family relations, home nursing, and consumer education. The guide emphasizes individual or group student projects. INSTRUCTIONAL MATERIALS: Print and audiovisual materials are coordinated with activities in each unit. In addition there is a list of books, pamphlets, films, and filmstrips at the end of each section. STUDENT ASSESSMENT: No mention. (RT)

ED 054 114

HOME ECONOMICS EDUCATION

COURSE OF STUDY

for

OCCUPATIONALLY ORIENTED CLASSES

U.S. DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
OFFICE OF EDUCATION
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Grade 8 - Intermediate Pre-vocational
Grade 9 - Home Arts
Grade 10 - Home Economics Survey

Department of Curriculum & Instruction
Fairfax County Public Schools
Fairfax, Virginia
August 1968

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Fairfax County Public Schools

Fairfax, Virginia

1968

SUPERINTENDENT OF SCHOOLS

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Margaret S. Morris

FOREWORD

The scope of the home economics curriculum includes two
making, and (b) education for gainful employment or occupational e
there is a balanced blending of the two aspects.

The course is flexible in order to meet the needs and in
tellectual capacities who have a strong interest in home economic
in occupations that utilize home economics knowledge and skills.
social development, food preparation and service, clothing constru
child care and development, and basic nursing techniques. Attenti
characteristics essential to employment and gaining basic informat
and employment policies.

Intermediate home economics is a one-year pre-occupation
secutive periods for eighth-grade pupils. Unique features of the
stressing correlation between home economics and other subject are
to gainful employment.

This curriculum guide was developed by the Fairfax Count
room tested by them prior to publication. The material developed
as she plans with her students. It is requested that teachers mak
anticipation of the units being refined into a more permanent guid
of this guide is to meet the homemaking and occupational needs of

E C Fu
E. C. Funde
Superintend

FOREWORD

conomics curriculum includes two dimensions: (a) education for home-
nful employment or occupational education. In this specific course,
he two aspects.

in order to meet the needs and interests of pupils of varying in-
strong interest in home economics and may wish to seek early employment
economics knowledge and skills. The units consist of personal and
ion and service, clothing construction, textile care and grooming,
asic nursing techniques. Attention is given to developing personal
oyment and gaining basic information on occupational opportunities

mics is a one-year pre-occupational course, consisting of two con-
pupils. Unique features of the program are: learning by doing,
e economics and other subject areas, and relating homemaking skills

as developed by the Fairfax County home economics teachers and class-
ication. The material developed should prove useful for the teacher
It is requested that teachers make notes on the materials with the
efined into a more permanent guide for the future. The main purpose
making and occupational needs of the early teen-age girl.

E C Funderburk
E. C. Funderburk
Superintendent of Schools

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OBJECTIVES

The following objectives are specifically directed to occupations using the knowledge and skills of homemaking. It should be recognized that any one class may not achieve all the following objectives, but, indeed, others may be added. The content for each class will be adapted to the special interests and needs of the pupils concerned.

General Objectives

1. To prepare pupils for employment in occupations requiring home economics knowledge and skill
2. To cultivate qualities recognized as important for successful employment
3. To learn how to plan the sequence of a task and of the work to be accomplished each day
4. To follow sanitary and time-saving procedures
5. To gain knowledge of employment policies
6. To guide the pupils to use wisely the money earned
7. To develop appreciation and understanding of the relationship between formal education and job success
8. To learn the joy of achievement through gaining homemaking skills according to one's potential

Specific Objectives

Personal appearance

- To dress appropriately for the world of work
- To be well groomed at all times
- To realize the relationship of personal health to success on the job

Personality development

- To recognize the value of developing a mature personality and its relation to successful employment
- To accept and discharge one's assigned tasks cheerfully and efficiently
- To have pride in one's work
- To be aware of the benefits derived from cooperation, unity and loyalty to employer and other employees
- To have fun in socially acceptable situations
- To acquire some skill in independent thinking and in making own decisions rather than be swayed by the group
- To adapt to changes in plans and circumstances without complaining
- To assume one's role effectively when working in groups
- To consider the values of education and the wise use of leisure time in developing a mature personality
- To understand the important relationship between the proper use and control of emotions and successful employment
- To realize that employment will affect both the social and economic life of a person

Consumer education

- To help pupils become acquainted with practices which are important to each person as a consumer and as a producer of goods and services
- To appreciate the importance of making wise choices when spending
- To understand the place of needs and wants in deciding how to spend one's money
- To recognize the importance of practicing economy in personal living and on the job
- To learn how the consumer can get the most for the money spent
- To understand that the upkeep as well as initial cost of a product is to be considered before purchasing
- To gain basic knowledge of financing procedures

Job interview

- To learn how to contact a prospective employer
- To be aware of qualities the employer is looking for in a prospective employee
- To develop the ability to complete an application blank, prepare for and participate in the job interview

Jobs that Require the Knowledge & Skill of Home Economics

Food preparation and service

- To prepare and serve food under the direction of the food service supervisor or head cook
- To prepare food using the basic skills required in the preparation of standard recipes for foods commonly cooked
- To set the table properly, according to the type of service required by the employer
- To serve food correctly, according to the form of service preferred by the employer
- To follow hygienic practices in handling, preparing, serving and storing food
- To use sanitary methods in washing dishes and in cleaning the kitchen afterwards
- To be able to recognize causes of accidents and to practice safety at all times
- To develop the unique techniques or skills required of a special job

Day care centers & baby-sitting

- To take telephone messages and meet people calling at the center or home
- To learn how to keep simple records
- To supervise the play and rest of children
- To supervise the mealtime of little children
- To recognize factors which affect growth and development in order to understand children
- To recognize acceptable behavior in young children and manner of achieving it
- To be able to handle simple discipline problems in an acceptable manner
- To understand the importance of giving security and the feeling of being wanted to young children

Hospital aid

- To learn to serve food on trays for patients
- To learn the proper method of feeding a patient
- To develop useful skills important to the care of the sick

GRADE 8

INTERMEDIATE PRE-VOCATIONAL

CHARTING THE COURSE

During the initial pupil-teacher planning period, the following units can be useful resource material as participants strive to communica Each student's unique needs and desires should be freely expressed, sympa respectfully considered. Development of group insight is basic to a trul successful program.

As the planning progresses, it is suggested that correlation be subject areas be considered and incorporated into the program. Though th activities pursued by the class will naturally vary from school to school basic program as presented by this guide will be constant throughout the an important factor, the Scope and Sequence Chart is offered as a guide a in the order given.

Integration of instruction is encouraged, such as: meal planni child, and families with young children, during the child care unit, feedin home nursing and entertaining during the holiday unit. Consumer educatio practices are an integral part of every unit.

CHARTING THE COURSE

il-teacher planning period, the following ten occupationally oriented
erial as participants strive to communicate in a meaningful manner.
desires should be freely expressed, sympathetically understood and
pment of group insight is basic to a truly workable, meaningful and

sses, it is suggested that correlation between home economics and other
incorporated into the program. Though the knowledge gained and
will naturally vary from school to school and from year to year, the
is guide will be constant throughout the county. As flexibility is
nd Sequence Chart is offered as a guide and therefore need not be used

tion is encouraged, such as: meal planning and preparation for the young
ildren, during the child care unit, feeding the sick person as a part of
ring the holiday unit. Consumer education, management and safety
f every unit.

SCOPE & SEQUENCE CHART

September	It's A Team Affair The World of Work - Part I Heredity, Environment & You
October - November	Fall Sewing Project
December	Holiday Foods, Gifts & Decorations
January	Child Care & Baby-sitting
February	Food for Modern Living
March	Home Nursing A Prettier You
April - May	Spring Sewing Project
June	Food Conservation The World of Work - Part II

IT'S A TEAM AFFAIR (Pupil-teacher Planning)

I. Personalizing the coarse

- What are your interests?
- What are your needs?
- What plans to make?

II. Planning the course

- Preparing the scope and sequence chart
- Learning by doing (projects and activities)
- Community resources (persons and places)
- Hurdles to cross (labor laws, academic requirements, financial needs, etc.)

THE WORLD OF WORK

THE WORLD OF WORK

Training in home economics broadens the ran
employment for the young person. In this u
dent explores those occupations that utiliz
ledge and skills of homemaking.

Goals & Concepts	Activities
PART I: I. To become acquainted with the variety of home economics related occupations available to young people	
There are a number of home economics related occupations open to girls in their early teens.	List the various home economics re occupations in which young people eligible for employment. Example work; selling; hospital or beauty baby-sitting, etc.
Training in home economics aids one in obtaining an entry job in certain occupations.	Research to determine the basic kn and skills essential for obtainin ment in the occupations listed.
	Discuss: How does studying home help prepare one for the jobs lis
Skill plus related factors influence employment opportunities.	Discuss the related pre-requisite employment. Example: labor laws opportunities in the neighborhood, community; personal attributes, et

THE WORLD OF WORK

Training in home economics broadens the range of possible employment for the young person. In this unit, the student explores those occupations that utilize the knowledge and skills of homemaking.

	Activities	Resources & Notes
th the cs ilable		
ome eco- ons open teens.	List the various home economics related occupations in which young people are eligible for employment. Example: stock work; selling; hospital or beauty shop aide, baby-sitting, etc.	Excerpts of Virginia Labor Laws Employment Regulations Affecting Minors and Women (1964)
ics aids ry job in	Research to determine the basic knowledge and skills essential for obtaining employment in the occupations listed. Discuss: How does studying home economics help prepare one for the jobs listed?	Booklets from the Virginia Employment Commission
ors in- rtunities.	Discuss the related pre-requisites to employment. Example: labor laws; job opportunities in the neighborhood, in the community; personal attributes, etc.	Filmstrips: Personal Relationships Personal Appearance

	Goals & Concepts	Activities
II.	To recognize the relationship between personality and employment	
	There is an important relationship between the proper use and control of emotions and successful employment.	View films which show the wise a use of emotions. Example: ange love and hate. Follow-up discussion: The value emotions and ways of controlling Cite examples of how the wise or use of emotions effect employmen Complete an employee personality to determine one's strength and
	A successful employee is: - cooperative and loyal to employer - able to adapt to change - able to think independently and make own decisions	Discuss what an employer expects employee in addition to being abl form the job for which he is hir Have the owner of a small (communi ness speak to the class on what for when he is interviewing an a
III.	To realize that employment will affect both the social and economic life of a person	
	Employment influences one's way of life.	Discuss the relation of ability education to the type of employm is able to seek.

Activities	Resources & Notes
View films which show the wise and unwise use of emotions. Example: anger, fear, love and hate.	Tomorrow's Homemaker, Part I, pp. 3-23 Experiences in Homemaking, pp. 71-98
Follow-up discussion: The value of emotions and ways of controlling emotions.	
Cite examples of how the wise or unwise use of emotions effect employment.	
Complete an employee personality checklist to determine one's strength and weakness.	
Discuss what an employer expects from an employee in addition to being able to perform the job for which he is hired to do.	Community business people: variety store, beauty shop, specialty shop, drug store, etc.
Have the owner of a small (community) business speak to the class on what he looks for when he is interviewing an applicant.	Turner & Livingston Series (booklets): The Money You Spend The Friends You Make The Jobs You Get The Family You Belong To The Person You Are
Discuss the relation of ability and education to the type of employment one is able to seek.	

Goals & Concepts	Activities
	List the ways that employment effects way of living. Examples: - Working hours determine leisure h - Wages determine purchasing power. - Job classification effects status the peer community. (example: l guard, sales clerk, model, typist busboy, etc.)
	Invite a guidance person to speak to t class on the broad effect education an job experience has on one's adult life
A successful employee: - makes wise use of leisure time activities - adheres to health habits in order to "stay on-the-job" - develops a sound spending-saving plan	Discuss early evening leisure time act - social - educational - budget-stretching
	Review health habits, such as: suffic sleep, adequate meals, minimum of frus etc.
	Develop an evening schedule to insure rising" and "being on time."
	Discuss the benefits of a spending-sa plan: - wants vs. needs - present and future desires

Activities	Resources & Notes
List the ways that employment effects one's way of living. Examples: - Working hours determine leisure hours. - Wages determine purchasing power. - Job classification effects status in the peer community. (example: life guard, sales clerk, model, typist, busboy, etc.)	
Invite a guidance person to speak to the class on the broad effect education and job experience has on one's adult life.	
Discuss early evening leisure time activities: - social - educational - budget-stretching	
Review health habits, such as: sufficient sleep, adequate meals, minimum of frustrations, etc.	Filmstrips: The Essentials of Diet
Develop an evening schedule to insure "early rising" and "being on time."	Eat Well - Live Well
Discuss the benefits of a spending-saving plan: - wants vs. needs - present and future desires	Money Management Teen Guide to Homemaking, chp. 19 Consumers All, 1965 Yearbook of Department of Agriculture Filmstrips: Earning Your Money Spending Your Money Making Money Work for You

Goals & Concepts	Activities
PART II:	
IV. To increase one's knowledge of present and future vocational opportunities in home economics	
Training in home economics broadens the range of possible employment for high school graduates.	Begin a "never-ending" list of and non-professional careers i economics.
	Committee work: Explore specif tions to determine the work inc field and its influence upon th Select both professional and n occupations.
	Resource person: "Training in leads to the development of ski terests which are useful in bot and wage earning."
	Panel: How does training in h sonally aid the wage earner?
	Investigate to determine the pl home economist in the world of
There are many opportunities in the business world open to the college graduate trained in the field of home economics.	Develop a list of colleges and in the area that offer degrees economics.

Activities	Resources & Notes
Begin a "never-ending" list of professional and non-professional careers in home economics.	
Committee work: Explore specific occupations to determine the work included in the field and its influence upon the home. Select both professional and non-professional occupations.	"Jobs Available" list, Fairfax County Home Economics Curriculum Guide, p. 189
Resource person: "Training in home economics leads to the development of skills and interests which are useful in both homemaking and wage earning."	
Panel: How does training in homemaking personally aid the wage earner?	
Investigate to determine the place of the home economist in the world of tomorrow.	
Develop a list of colleges and universities in the area that offer degrees in home economics.	

Goals & Concepts	Activities
V. To become acquainted with the content of the high school home economics program	
The areas studied in each year of high school home economics varies in units and subject matter.	Read "course description" to familia the class members with the home econ offerings in high school.
	Discuss the value of such training. available course descriptions for pu to give their parents.
The home economics subject-matter studied in the high school is a continuation, not a repeat, of the facts learned in the homemaking program of the intermediate school.	Invite FHA members or a home economi teacher from the high school to tell class about the high school home eco program.
	The feeder school pupils visit the h economics department of their high (when feasible).
Each year of homemaking offers many new learnings.	Explore the scheduling possibility o home economics in various types of h school schedules.

Activities	Resources & Notes
ead "course description" to familiarize ie class members with the home economics fferings in high school.	Fairfax County Home Economics Curriculum Guide; Unit: Dual Careers; pp. 133-135
iscuss the value of such training. Make vailable course descriptions for pupils o give their parents.	
nvite FHA members or a home economics eacher from the high school to tell the lass about the high school home economics rogram.	
he feeder school pupils visit the home conomics department of their high school when feasible).	
xplore the scheduling possibility of ome economics in various types of high chool schedules.	

HEREDITY, ENVIRONMENT & YOU

HEREDITY, ENVIRONMENT & YOU

Special attention is given to the uniqueness
and the teen-age girl's changing role in her
influence of heredity and environment in the
and physical development of a person is expl

Goals & Concepts	Activities
I. To recognize and accept the differences in families	
Each family has certain customs, values and routines.	Define the words: customs, valu
	Cite examples of common and uniq customs, values and routines fou American families.
Differences in family customs and habits are normal.	List the factors which influenc and habits of families in your s community. - occupation of father (g military, professional, unskilled) - occupation of mother (h employed) - number of members in the (children, parents, gran etc.) - region of birth of differ bers of the family - places where the family and/or traveled

HEREDITY, ENVIRONMENT & YOU

ttention is given to the uniqueness of families teen-age girl's changing role in her family. The e of heredity and environment in the personality ical development of a person is explored.

r-

Activities	Resources & Notes
Define the words: customs, values, routine.	Parents, relatives and neighbors may be a source from which to learn of family customs that have become traditional.
Cite examples of common and unique family customs, values and routines found in American families.	
List the factors which influence the customs and habits of families in your school community. - occupation of father (government, military, professional, skilled, unskilled) - occupation of mother (housewife, employed) - number of members in the household (children, parents, grandparents, etc.) - region of birth of different members of the family - places where the family has lived and/or traveled	

Goals & Concepts	Activities
II. To identify the influence of heredity and environment on growth and development	
Heredity and environment determine the individual's potential.	Define heredity and environm examples of each.
Each person has a different environment.	Each girl prepares a persona (narrative or outline) answe following questions: - Who are you? - Where have you been? - Where are you going? - Who is important to yo - To whom are you importa
	As the pupils sit informally room, each girl presents her to the group.
	Pupil-teacher discussion of "family tree" and how it is
	Home project (optional): Pu gram his family tree, includ parents and grandparents.

Activities	Resources & Notes
Define heredity and environment; give examples of each.	
Each girl prepares a personal sketch (narrative or outline) answering the following questions: - Who are you? - Where have you been? - Where are you going? - Who is important to you? - To whom are you important? Why?	A personal sketch helps the classmates to become acquainted with each other and illustrates environmental differences.
As the pupils sit informally in the living room, each girl presents her sketch orally to the group.	This activity gives the teacher an opportunity to learn the name of each student and also gain some general knowledge of her background and family life.
Pupil-teacher discussion of what is a "family tree" and how it is charted.	
Home project (optional): Pupil may diagram his family tree, including siblings, parents and grandparents.	Request the aid of older family member (grandparents, great-aunt, etc.). Family history book, albums and photographs The family tree may point out a family heredity characteristic, such as: red hair, near-sightedness, stocky build, musical talent, left-handedness, etc.

Goals & Concepts	Activities
III. To identify the varying influence of family living on the individual	
The character of a person is influenced by her environment.	Class lists those factor are a part of a person's customs, morals, ethics, etc. Through research a pupils prove or disprove Pupil-teacher discussion environment vs. heredity; mature person; mental, s emotional and social gro family values. Debate: The best "posit the family - youngest, o only child. Construct a class family board. Select the fruit the branches. Discuss pe and types to determine wh times described as a frui a peach." "She turned ou "Here comes pumpkin." "S
IV. To realize the effect a person can have on her own development	
A person can improve her own environment through choice of friends and activities.	"Buzz" sessions and/or sk - meeting newcomers - differences between friendships - relationship betwee ance and friendship

(cont.)

	Activities	Resources & Notes
uence vidual		
in-	Class lists those factors which they believe are a part of a person's environment: family customs, morals, ethics, traditions, leisure, etc. Through research and discussion, pupils prove or disprove their beliefs.	Teen Guide to Homemaking, chp. I
	Pupil-teacher discussion on related topics: environment vs. heredity; the marks of a mature person; mental, social, physical, emotional and social growth; personal and family values.	Teen Guide to Homemaking, - Matching quiz - p. 17 - Emotional Growth Check List - p. 12
	Debate: The best "position" to hold in the family - youngest, oldest, middle, only child.	
	Construct a class family tree bulletin board. Select the fruits to be placed on the branches. Discuss personality traits and types to determine why people are sometimes described as a fruit. Example: "She's a peach." "She turned out to be a lemon." "Here comes pumpkin." "She's a nut."	Suggested material to construct a class family tree: - Evergreens for branches - Artificial fruits or colorful pictures to represent different types of students: peach, lemon, prune, etc. Caption underneath the tree: "Which are You?"
on ment		
h of	"Buzz" sessions and/or skits on friendship: - meeting newcomers - differences between crushes and friendships - relationship between personal appearance and friendship	Teen Guide to Homemaking, chp. 9 Guidance Associates filmstrips: - "Values for Teen-agers" - "The Choice is Yours"

(cont.)

Goals & Concepts	Activities
	- getting along with others at hor in school - undesirable traits that ruin fr ships - good behavior in public
A person affects her own personality development through: - choice of friends - ability to control emotions - enhancing her abilities - practicing good health habits	List the most important personal char istics you desire a friend to posses Debate the importance of applying go judgment when developing friendships Research to discover those qualities have been proven essential in relati ships with people. Review health habits and relate them everyday living: - reaching one's potential - receiving maximum enjoyment fro Prepare nutritious snacks for entert friends.
V. To realize the need to understand self in order to lead a satisfying and useful life	
One's social behavior strongly influences the impression one makes on others.	Students give an account of an impre they received when they met a person the first time. Tell how true or fa first impression may be. Explain.

Activities	Resources & Notes
- getting along with others at home and in school - undesirable traits that ruin friendships - good behavior in public	
List the most important personal characteristics you desire a friend to possess.	Teen Guide to Homemaking, chp. 10
Debate the importance of applying good judgment when developing friendships.	Exploring Home & Family Living, chp. 12
Research to discover those qualities which have been proven essential in relationships with people.	Ways to Improve Your Personality, chp. 4
Review health habits and relate them to everyday living: - reaching one's potential - receiving maximum enjoyment from life	
Prepare nutritious snacks for entertaining friends.	Teen Guide to Homemaking, chp. 10 Exploring Home & Family Living, chp. 12 Campbell's Cookbook
Students give an account of an impression they received when they met a person for the first time. Tell how true or false a first impression may be. Explain.	

Goals & Concepts	Activities
Social and emotional growth develop traits that helps one to make friends and keep them.	Have students make a personality check and rate themselves and others in the
	Students make a list of the qualities they think make a person popular. Pup record their own strengths and weaknes
Personal and social needs include: - the need to be loved and wanted - the need for self-confidence and self-respect - the need for approval - the need to be liked by others	Discuss a popular girl or boy and deci what makes them popular.
	Discuss several famous people and comp their personalities.
	Use the tape recorder to record voices students. Discuss what constitutes a pleasing voice.
	Have students portray good and bad man in a variety of situations.
VI. To understand acceptable and unacceptable behavior in society	
Conformity to standards set by the society in which we live shows signs of a mature personality.	Discuss social standards and the value of same.
	List community clubs (teen centers) an service activities available to teen-a Discuss each.

Activities	Resources & Notes
Have students make a personality check list and rate themselves and others in the class.	Tomorrow's Homemaker, part 2
Students make a list of the qualities which they think make a person popular. Pupils record their own strengths and weaknesses.	
Discuss a popular girl or boy and decide what makes them popular.	Teen Guide to Homemaking, chp. 9
Discuss several famous people and compare their personalities.	
Use the tape recorder to record voices of students. Discuss what constitutes a pleasing voice.	
Have students portray good and bad manners in a variety of situations.	Teen Guide to Homemaking, chp. 2 Are You in the Know? (booklet) My Reflections (booklet) Books on etiquette
Discuss social standards and the value of same.	
List community clubs (teen centers) and service activities available to teen-agers. Discuss each.	Speaker: local civic club person

Goals & Concepts	Activities
Friendships with boys as well as girls increase one's ability to get along with people.	Parent-student panel to discuss home and community standards for behavior. Invite a local minister to discu sibilities of the teen-ager both in the community. Question box for depositing ques girls would like further discuss - etiquette at teen centers - going steady - how to be popular at schoo - getting along with adults - getting and holding a job
VII. To recognize and appreciate responsibilities of other family members	
Each person in the family has something to contribute to family life.	List the responsibilities of ea ber. Present a skit showing what mig one member of the family shirks Suggestions: - sharing a bedroom - division of duties
The relationships developed in the home will form the basis of all the other relationships in one's life.	Have the girls set up a code of would be satisfactory to them a parents. Cover: - social occasions - relationship with friends - relationship with parents - relationship with brother - home responsibilities

	Activities	Resources & Notes
s	Parent-student panel to discuss acceptable home and community standards for teen-age behavior.	
	Invite a local minister to discuss responsibilities of the teen-ager both at home and in the community.	
	Question box for depositing questions on which girls would like further discussions. Examples: - etiquette at teen centers - going steady - how to be popular at school - getting along with adults - getting and holding a job	
ly		
ome- ife.	List the responsibilities of each family member.	
	Present a skit showing what might happen if one member of the family shirks his duties. Suggestions: - sharing a bedroom - division of duties	
the l 's	Have the girls set up a code of conduct that would be satisfactory to them and their parents. Cover: - social occasions - relationship with friends - relationship with parents - relationship with brothers and sisters - home responsibilities	Teen Guide to Homemaking, chp. 9

Goals & Concepts	Activities
VIII. To understand the teen-agers changing role in the family	
Adolescence is a period for growing up physically, socially and emotionally.	Define the term: adolescent period. View films, read short stories and cit experiences to illustrate how a girl (b grows up physically, socially, emotiona during the adolescent period.
Family privileges and responsibilities change with age.	Girls have a buzz session on their fami responsibilities 10 years ago, 5 years and now. Compare the responsibilities of girls f large families vs. girls from small fam
IX. To realize the value of cooperation in the solving of family problems	
Differences in opinion and disposition are natural between members of families.	Have girls ask three of their friends h they settle differences of opinion in t families. Report these to class. Deci which were the best solutions and why. Home project: The pupil selects a rea fictitious family problem and attempts solve it.

	Activities	Resources & Notes
ng	Define the term: adolescent period.	
	View films, read short stories and cite actual experiences to illustrate how a girl (boy) grows up physically, socially, emotionally during the adolescent period.	
	Girls have a buzz session on their family responsibilities 10 years ago, 5 years ago and now.	
	Compare the responsibilities of girls from large families vs. girls from small families.	
oblems		
si- of	Have girls ask three of their friends how they settle differences of opinion in their families. Report these to class. Decide which were the best solutions and why.	Teen Guide to Homemaking, pp. 182-83
	Home project: The pupil selects a real or fictitious family problem and attempts to solve it.	

FALL SEWING PROJECT

FALL SEWING PROJECT

Emphasis is placed on developing basic sewing skills an
a commercial pattern and recognizing best buys in fabri
and ready-to-wear garments.

Goals & Concepts	Activities
I. To develop an appreciation of and desire for learning to sew	
The ability to sew has many advantages.	Discuss how the ability to sew may one's appearance. List the possible consumer values r to one's sewing ability.
II. To select a project (s) in which the student will be successful and thus experience the joys of achievement	
Various factors are considered when selecting a sewing project.	List the factors related to the sel of a sewing project: pupil's skill allotment, need for item, money ava suitability of fabric, equipment re Select a project by using the above as guidelines Project suggestions: a torn projec reinforce basic learnings, such as: torn apron for kitchen wear (embroi

FALL SEWING PROJECT

on developing basic sewing skills and techniques, using rn and recognizing best buys in fabrics, sewing equipment garments.

Activities	Resources & Notes
Discuss how the ability to sew may enhance one's appearance.	
List the possible consumer values related to one's sewing ability.	
List the factors related to the selection of a sewing project: pupil's skill, time allotment, need for item, money available, suitability of fabric, equipment required.	
Select a project by using the above factors as guidelines	
Project suggestions: a torn project to reinforce basic learnings, such as: skirt, torn apron for kitchen wear (embroider or	McCall'sand Simplicity Pattern catalogues

Goals & Concepts	Activities
	paint name on apron), curtains for department, simple accessories; or pattern project, such as: shifts, sleeveless blouse.
	Determine sewing equipment needs.
	Prepare a bulletin board exhibit of needed by a person and/or list equi available in the department that th class members will share.
III. To know how to select and purchase a suitable pattern	
Wise selection of a pattern style is the first step to a satisfying and attractive garment.	Demonstrate flattering lines and co to the pupils
	Analyze own figure and determine st best suited to self.
IV. To determine pattern size and figure type	
The correct pattern size is as important as selecting the most flattering style.	Discuss the effects of improperly f garments to appearance and comfort.
	List ways to insure proper fit.

Activities	Resources & Notes
paint name on apron), curtains for the department, simple accessories; or a pattern project, such as: shifts, skirt, sleeveless blouse.	Singer Home Decoration Book
Determine sewing equipment needs.	
Prepare a bulletin board exhibit of notions needed by a person and/or list equipment available in the department that the class members will share.	Teen Guide to Homemaking, pp. 259-271
Demonstrate flattering lines and colors to the pupils	McCall's school representative: demonstration of line and color in clothing
Analyze own figure and determine styles best suited to self.	Teen Guide to Homemaking, pp. 70-71 Steps in Home Living, p. 147, p. 150
Discuss the effects of improperly fitted garments to appearance and comfort.	Simplicity and/or McCall's charts
List ways to insure proper fit.	

Goals & Concepts	Activities
Patterns come in different sizes and figure types.	Study pattern size and figure chart.
The measurements given in the size chart are body measurements, not garment measurements.	Compare pattern sizes to ready-made dress sizes.
There is a proper method for taking body measurements for pattern purchase.	Teacher-pupil demonstration of proper measuring techniques.
	Pupils measure each other (partner system).
	Pupils determine their proper pattern size and figure type. (Teacher checks each pupil individually.)
	Pupils try on bodice shells to assure that pattern size and type selected is correct for each girl.
	Pupils record the information they need to purchase the correct pattern for their school project.
V. To become acquainted with a pattern	
Patterns are made of tissue paper.	Pupils study pattern envelope and inspect its contents.
	Discuss possible reasons for pattern being made of tissue paper.
	Pose problems to solve concerning tissue paper, pattern envelope and sewing guide.

Activities	Resources & Notes
Study pattern size and figure chart.	Simplicity and/or McCall's charts
Compare pattern sizes to ready-made dress sizes.	
Teacher-pupil demonstration of proper measuring techniques.	"Understand Your Pattern"
Pupils measure each other (partner system).	
Pupils determine their proper pattern size and figure type. (Teacher checks each pupil individually.)	
Pupils try on bodice shells to assure that pattern size and type selected is correct for each girl.	McCall's basic bodice shells
Pupils record the information they need to purchase the correct pattern for their school project.	
Pupils study pattern envelope and inspect its contents.	Teen Guide to Homemaking, pp. 124-132
Discuss possible reasons for pattern being made of tissue paper.	Pattern companies educational material
Pose problems to solve concerning tissue paper, pattern envelope and sewing guide.	

Goals & Concepts	Activities
Pattern envelopes have printed information on them.	Check pattern envelope for neede
VI. To select an "easy to handle" fabric	
For a beginning sewing project, a firmly woven, medium weight cotton fabric is a wise choice.	Discuss items to consider in sele Examine desirabl and undesirabl for the sewing project: quality, finishes. Point out one-direction print, "b provincial print, yard-dyed and w Examine fabrics to understand term composition: grain, selvage, ra lengthwise, crosswise, bias, napp closeness of weave for degree of Pupils learn to read from labels as width of fabric, colorfast, sh control (Sanforized), fiber conte
VII. To gain ability in recognizing quality and types of cotton fabrics	
The ability to recognize different types of cotton fabrics and their characteristics helps to insure a satisfactory purchase.	Students examine an assortment o swatches (12" x 12" or larger) i to learn to recognize the differe weaves and textures. Learn trade names of the most po

	Activities	Resources & Notes
have printed m.	Check pattern envelope for needed information.	
to handle" fabric		
wing project, dium weight wise choice.	Discuss items to consider in selecting fabric.	Tomorrow's Homemaker, chp. 5
	Examine desirable and undesirable fabrics for the sewing project: quality, weaves, finishes.	Teen Guide to Homemaking, chp. 7
	Point out one-direction print, "busy" print, provincial print, yard-dyed and woven design.	
	Examine fabrics to understand terms of fabric composition: grain, selvage, raw edge, lengthwise, crosswise, bias, napped fabrics, closeness of weave for degree of raveling.	Teen Guide to Homemaking, chp. 13
	Pupils learn to read from labels terms such as width of fabric, colorfast, shrinkage control (Sanforized), fiber content, blends.	It's So, Sew Easy
recognizing of cotton		
cognize dif- otton fabrics eristics helps factory purchase.	Students examine an assortment of cotton swatches (12" x 12" or larger) in order to learn to recognize the differences in weaves and textures.	Department's collection of cotton swatches Garments students are wearing
	Learn trade names of the most popular fabrics.	

Goals & Concepts	Activities
VIII. To make wise fabric purchase	
Fabric should be selected only after all factors involved are considered.	Discuss department store etiquette an procedures: location of merchandise, chasing procedure, customer-sales per relationship. Take a field trip to a local yard goo or department store to purchase patte fabric and notions.
IX. To improve sewing skill at the machine	
The proper use and care of sewing equipment is vital.	Demonstrate proper use and care of sew equipment.
Good work habits - safety, cleanliness, orderliness - are sewing musts.	Use stitching charts to indicate corre stitch formation.
X. To straighten the fabric in preparing for layout	
Always prepare a fabric before using it.	Demonstrate the following methods for paring the fabric: - preshrink - straighten (tear, draw thread a Pupils press in direction of grain; pr own fabric.

	Activities	Resources & Notes
ly after sidered.	Discuss department store etiquette and procedures: location of merchandise, purchasing procedure, customer-sales personnel relationship.	Neighborhood fabric shop or department store
	Take a field trip to a local yard goods shop or department store to purchase pattern, fabric and notions.	Supervisor of a yard goods center
the		
ewing	Demonstrate proper use and care of sewing equipment.	Singer Sewing Manual
lean- ewing	Use stitching charts to indicate correct stitch formation.	Stitch charts by Singer, Viking
pre-		
ore	Demonstrate the following methods for preparing the fabric: - preshrink - straighten (tear, draw thread and cut)	Teen Guide to Homemaking, chp. 7 Tips and Tricks for Sewing
	Pupils press in direction of grain; prepare own fabric.	

Goals & Concepts	Activities
XI. To use the pattern properly	
Pattern symbols are the pattern makers way of giving directions for proper layout of pattern pieces on a fabric and assembling of the fabric pieces to obtain the desired results.	Diagram the types of symbols found on a pattern. Learn the meaning of each symbol through the study of the pattern guide and sewing books. Using a flip chart, review the symbols in order to ascertain student's knowledge.
Alter pattern only if necessary, such as changing the hemline.	Study chart showing measurements and ease allotted.
Press the needed pattern pieces in order that they will lay flat on the fabric.	Mark and press pattern pieces. Pupil-teacher demonstration showing placing of pattern on fabric. Pupils select and circle correct layout for their project.
XII. To construct the sewing project	
Certain techniques must be learned and used in order to construct a well-made, attractive garment.	Demonstrate the following techniques: - cutting and marking techniques . interpreting & using pattern markings . layout of pattern pieces on grain . pinning . proper cutting methods . transferring markings - sewing techniques . stay-stitching . clean finish or edge-stitching . pinning . seam - plain

(cont.)

Activities	Resources & Notes
Diagram the types of symbols found on a pattern.	Pattern information sheet
Learn the meaning of each symbol through the study of the pattern guide and sewing books.	Teen Guide to Homemaking, pp. 124-134
Using a flip chart, review the symbols in order to ascertain student's knowledge.	
Study chart showing measurements and ease allotted.	McCall's & Simplicity charts Tips and Tricks for Sewing
Mark and press pattern pieces.	
Pupil-teacher demonstration showing placing of pattern on fabric.	It's So, Sew Easy, unit 5
Pupils select and circle correct layout for their project.	
Demonstrate the following techniques: - cutting and marking techniques . interpreting & using pattern markings . layout of pattern pieces on grain . pinning . proper cutting methods . transferring markings	It's So, Sew Easy
- sewing techniques . stay-stitching . clean finish or edge-stitching . pinning . seam - plain	Teen Guide to Homemaking, chp. 8 McCall's "Step by Step" Sewing Book

(cont.)

Goals & Concepts	Activities
	. hem; hand hemming stitch . stitching directionally . understitching . darts . facings . trimming and clipping seams . zipper application; single fla . machine basting . waistband - pressing techniques . grain perfect . under-pressing
	Introduce dressmaker's chalk, tracing whe and tracing paper.
Good pressing is as important to fashion-right appearance of a garment as accurate cutting and sewing.	Prepare a display of needed pressing equi ment.
	Pupil-teacher demonstration showing the p use of each piece of equipment.
XIII. To evaluate the sewing project	
The ability to plan and construct attractive, suitable, well-made clothing is a real asset.	Compare garments made at home with ready- wear clothing cost: quality of fabric, beauty, individuality, workmanship, satisfaction, time, cost.
Sewing is a creative art.	Pupil and teacher evaluate garment pupil has made.

	Activities	Resources & Notes
	. hem; hand hemming stitch . stitching directionally . understitching . darts . facings . trimming and clipping seams . zipper application; single flap . machine basting . waistband - pressing techniques . grain perfect . under-pressing	Tips and Tricks for Sewing
	Introduce dressmaker's chalk, tracing wheel and tracing paper.	
nt of ng and	Prepare a display of needed pressing equipment. Pupil-teacher demonstration showing the proper use of each piece of equipment.	Tips and Tricks for Sewing
ject		
nstruct -made	Compare garments made at home with ready-to-wear clothing cost: quality of fabric, beauty, individuality, workmanship, satisfaction, time, cost. Pupil and teacher evaluate garment pupil has made.	Fashion Your Own

HOLIDAY FOODS,
GIFTS & DECORATIONS

HOLIDAY FOODS, GIFTS & DECORATI

The festivities enjoyed during the Chri
comprise an important part of homemakin
togetherness. To the teen-ager, the pe
tionship implied, the appropriateness o
and ways of celebrating are all importa
seasonal part-time occupational opportu
highlighted.

Goals & Concepts	Activities
I. To develop an appreciation of various family customs	
Family celebration of holidays helps to strengthen family bonds.	Students suggest ways a famil a holiday - Thanksgiving, Chr Fourth of July: - family gathering - traditional foods - gift-giving - decorations
	Discuss how the celebration o helps to strengthen family ti - coming together of all me a family (strengthens fa - working together to prep holiday (forming family - making gifts for family of affection)
An understanding of the American traditions adds to one's appreciation of the Christmas season.	Discuss some of the American are of special interest to th - Christmas tree - holiday cookies and cand - gift-giving - mistletoe - greeting cards - parties

HOLIDAY FOODS, GIFTS & DECORATIONS

ie festivities enjoyed during the Christmas season mprise an important part of homemaking and family getherness. To the teen-ager, the personal relaionship implied, the appropriateness of decoration nd ways of celebrating are all important. The easonal part-time occupational opportunities are ighlighted.

Activities | Resources & Notes

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Students suggest ways a family may celebrate a holiday - Thanksgiving, Christmas, Easter, Fourth of July:
- family gathering
- traditional foods
- gift-giving
- decorations

Discuss how the celebration of holidays helps to strengthen family ties:
- coming together of all members of a family (strengthens family unity)
- working together to prepare for a holiday (forming family traditions)
- making gifts for family members (sign of affection)

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Discuss some of the American traditions that are of special interest to the class:
- Christmas tree
- holiday cookies and candies
- gift-giving
- mistletoe
- greeting cards
- parties

Resource person (s) to tell of Christmas customs in a different country

Goals & Concepts	Activities
	View Christmas slides.
II. To provide opportunity for creativity	
Creation of original and practical decorations and gifts for the Christmas season can be achieved by all family members.	Have a day of "show and tell" for sharing of holiday decorations an ideas. Create original and practical dec and gifts: - centerpiece - tree ornament - door decoration - wall hanging - personal gifts - greeting cards - party favors and place cards Group activities: - Make a Christmas tablecloth department. - String popcorn and cranberri the department or school Chr tree. - Make cookies; gift-wrap and principals, custodian, offic sonnel and students' teacher Have a demonstration of creative wrapping by a resource person, ar or home economics teacher. Students gift-wrap packages.

Activities	Resources & Notes
View Christmas slides.	Christmas slide program presented by the Washington Gas Light Company
Have a day of "show and tell" for the sharing of holiday decorations and gift ideas.	
Create original and practical decorations and gifts: - centerpiece - tree ornament - door decoration - wall hanging - personal gifts - greeting cards - party favors and place cards	
Group activities: - Make a Christmas tablecloth for the department. - String popcorn and cranberries for the department or school Christmas tree. - Make cookies; gift-wrap and give to principals, custodian, office personnel and students' teachers.	
Have a demonstration of creative gift-wrapping by a resource person, art teacher, or home economics teacher.	
Students gift-wrap packages.	

Goals & Concepts	Activities
III. To explore job opportunities in the community	
Many part-time seasonal jobs are available prior to Christmas.	Discuss the labor laws in Virginia relate to young girls. List possible job opportunities in department stores, small variety s drug stores, etc. List possible job opportunities in homes: - baby-sitting - helping serve at an open hous luncheon - cleaning-up a kitchen after a party - general house-cleaning
For the young person, the obtaining of experience is as important as the wages paid.	Discuss the following: - the importance of obtaining a work experience background or - the difference in the wage sc between inexperienced youth a experienced adult - the need to plan for the futu as meeting immediate needs
IV. To develop skills and creative ability in the preparation of traditional foods	
The making of traditional foods for the family and guests to enjoy and for gift-giving contributes to the festivities of the holidays.	Demonstrate foods for family enjoy entertaining of guests, and for gi Pupil preparation of holiday foods breads, candies, cookies, seasonal

Activities

Resources & Notes

Discuss the labor laws in Virginia as they relate to young girls.

List possible job opportunities in large department stores, small variety stores, drug stores, etc.

List possible job opportunities in private homes:
- baby-sitting
- helping serve at an open house or luncheon
- cleaning-up a kitchen after a dinner party
- general house-cleaning

Discuss the following:
- the importance of obtaining a reliable work experience background or record
- the difference in the wage scale between inexperienced youth and experienced adult
- the need to plan for the future as well as meeting immediate needs

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Demonstrate foods for family enjoyment and entertaining of guests, and for gift-giving.

Pupil preparation of holiday foods: quick breads, candies, cookies, seasonal dishes.

Goals & Concepts	Activities
V. To share the learnings of the unit with others	
The sharing of learnings contributes to the enjoyment of others as well as self.	Select and execute an activitiy, such as - Prepare a showcase exhibiting studen decorations and gifts made during th unit. - Invite parents and friends to a Chri mas open house. Have on display th gifts and decorations made. Serve refreshments. - Serve a buffet for parents and facul Theme: Christmas around the world
VI. To recognize the importance of safety practices during the holidays	
Safety practices are essential to insure a happy holiday.	List the home safety precautions that ar essential at Christmastime: - fire-proofing of indoor Christmas tree, greens and paper decorations - use of candles - keeping decorations out of the reac of small children - avoiding use of worn extension cord and overloading of extension cords

Activities	Resources & Notes
Select and execute an activitiy, such as: - Prepare a showcase exhibiting students' decorations and gifts made during the unit. - Invite parents and friends to a Christmas open house. Have on display the gifts and decorations made. Serve refreshments. - Serve a buffet for parents and faculty. Theme: Christmas around the world	
List the home safety precautions that are essential at Christmastime: - fire-proofing of indoor Christmas tree, greens and paper decorations - use of candles - keeping decorations out of the reach of small children - avoiding use of worn extension cords and overloading of extension cords	Fire marshall, Fairfax County Red Cross

CHILD CARE & BABY-SITTING

CHILD CARE & BABY-SITTING

The pupil learns the basic factors which contribut the physical, social and mental development of chi and develops skills which will help her to become qualified baby-sitter or nursery school aide.

Goals & Concepts	Activities
I. To gain the necessary knowledge to become a qualified and accomplished "sitter"	
A successful baby-sitter loves and understands small children.	Discuss the basic needs of children and what the sitter needs to know about child care.
	Read and discuss Gerber's pamphlet, Sitting Safety.
Baby-sitting affords an opportunity for developing high standards of service and is a money-making proposition.	Observe pre-school children at play for at least 30 minutes and write down everything they say and do. Report observations to class.
Child care is an excellent preparation for parenthood.	Discuss the characteristics of children at different ages and degrees of development.
	Bring in magazine pictures of children i various activities and identify as to a groups and development characteristics.
	Make bulletin board of baby pictures brought in by class members. Try to gue who's who.
	"Accentuate the Positive" contest, spell bee type of do vs. don't for children. Example: Don't run in the street; play the yard.

CHILD CARE & BABY-SITTING

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sical, social and mental development of children,
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Activities

Discuss the basic needs of children and what the sitter needs to know about child care.

Read and discuss Gerber's pamphlet, Sitting Safety.

Observe pre-school children at play for at least 30 minutes and write down everything they say and do. Report observations to class.

Discuss the characteristics of children at different ages and degrees of development.

Bring in magazine pictures of children in various activities and identify as to age groups and development characteristics.

Make bulletin board of baby pictures brought in by class members. Try to guess who's who.

"Accentuate the Positive" contest, spelling-bee type of do vs. don't for children. Example: Don't run in the street; play in the yard.

Resources & Notes

Following books are to be used with entire unit:

Teen Guide to Homemaking

Exploring Home and Family Living

Homemaking for Teen-agers, Book I

Following pamphlets are to be used with entire unit:

Sitting Safety (Gerber Products)

Sitting Safety (Metropolitan Life Insurance Company)

Panic or Plan

Accidents and Children

Infant Care

Your Child from 1 to 3

Your Child from 1 to 6

When Teen-agers Take Care of Children

Goals & Concepts	Activities
II. To understand and accept changes in the family due to a new baby	
The arrival of a baby necessitates changes in the family routine and finances.	Discuss the changes and adjustments involved with the arrival of a new baby.
Pre-planning aids successful adjustment.	Discuss ways in which family can prepare in advance for a baby so that family lif will run smoothly when child is born. Example: clothing and equipment purchase or made in advance and in its proper place; family budget to accommodate adde food, medical expenses, etc.
III. To learn how to care for an infant	
Students gain confidence in feeding, bathing and dressing the infant.	Following a teacher demonstration, practi the techniques of infant - holding - feeding - dressing - diapering - bathing View filmstrips, "Feeding the Baby" and "Bathing the Baby." Have girls practice techniques observed. NOTE: Use a three-month unsexed educatio type doll for all demonstrations and practice.

Activities

Discuss the changes and adjustments involved with the arrival of a new baby.

Discuss ways in which family can prepare in advance for a baby so that family life will run smoothly when child is born. Example: clothing and equipment purchased or made in advance and in its proper place; family budget to accommodate added food, medical expenses, etc.

Following a teacher demonstration, practice the techniques of infant
- holding
- feeding
- dressing
- diapering
- bathing

View filmstrips, "Feeding the Baby" and "Bathing the Baby." Have girls practice techniques observed.

NOTE: Use a three-month unsexed educational type doll for all demonstrations and practice.

Resources & Notes

The Why and How of Discipline

Enjoy Your Child

Understand Your Child

Baby-sitter Safety Packet

Baby Care

The Phenomenon of Early Development

Happy Mealtimes for Your Baby

Following filmstrips are to be used with entire unit:

Keeping Children Happy

Keeping Children Safe

Getting Acquainted

Special Daytime Problems

Selecting Children's Clothing

Selecting Children's Toys

Goals & Concepts	Activities
IV. To learn the contributions of play to the development of the child	
Play contributes to the physical, mental and social development of a child.	Make-up a good story and tell it as on would to a pre-schooler.
	Plan a child's party-theme, refreshmen favors, games and prizes. - Suggestion: Valentine Party
	Portray story on flannel board or with puppets.
Educational toys aid in the development of a child's coordination, use of senses and language development.	Explain and give examples cf the use o music, TV, books and reading in child development.
V. To discover reasons for differences in play activities and toys of children	
Children like simple household articles made into toys.	Demonstrate how to make and use play d from flour and salt.
	Demonstrate use of fingerpaint made fr starch and food coloring.
	Make samples of toys from household ar
The suitability of a toy varies according to the motor and mental development of the child.	Make lists and examples of play materi games and toys suitable for various ag
	List rules and show examples of good t for various ages.
	Make stuffed toys; make a baby-sitter from an old purse (include games, cray books, etc.)

Activities

Make-up a good story and tell it as one would to a pre-schooler.

Plan a child's party-theme, refreshments, favors, games and prizes.
- Suggestion: Valentine Party

Portray story on flannel board or with puppets.

Explain and give examples of the use of music, TV, books and reading in child development.

Demonstrate how to make and use play dough from flour and salt.

Demonstrate use of fingerpaint made from starch and food coloring.

Make samples of toys from household articles.

Make lists and examples of play materials, games and toys suitable for various ages.

List rules and show examples of good toys for various ages.

Make stuffed toys; make a baby-sitter kit from an old purse (include games, crayons, books, etc.)

Resources & Notes

Feeding the Baby

Teaching Desirable Habits

Preparing the Formula

Bathing the Baby

Movies to be used with entire unit:

Bathing the Baby

Babies Like to Eat

Food as Children See It

Art:

Make puppets with help of art teacher; home economics students make the clothes. Give puppet show for little ones.

Goals & Concepts	Activities
VI. To provide for the safety of small children and the control of disease	
Baby-sitters assume responsibilities relating to the care, safety and happiness of their charges.	View filmstrip, "Keeping Children Safe" McGraw-Hill series on child care. Review Gerber's pamphlet, "Sitting Safet Work up Baby-sitter's Information Check List for parent-employer (phone numbers, location of supplies, etc.) Duplicate enough for all families who are patrons of girls. Discuss hazards which may exist in children's play and how to make play safe fo children. Have school nurse and/or policeman talk to girls on sitting safety and how to cope with emergencies. Demonstrate simple first aid techniques to use in case an emergency situation should occur.
VII. To recognize ways a child may develop through activities related to dressing	
Self-help clothing aids a young child in learning to dress himself.	Construct a self-help clothbook with zippers, buttons, bows, snaps, etc. in story form. Show examples of good and poor clothing children and infants.

	Activities	Resources & Notes
of small of		
nsibilities ety and s.	View filmstrip, "Keeping Children Safe" from McGraw-Hill series on child care. Review Gerber's pamphlet, "Sitting Safety." Work up Baby-sitter's Information Check List for parent-employer (phone numbers, location of supplies, etc.) Duplicate enough for all families who are patrons of girls. Discuss hazards which may exist in children's play and how to make play safe for children. Have school nurse and/or policeman talk to girls on sitting safety and how to cope with emergencies. Demonstrate simple first aid techniques to use in case an emergency situation should occur.	
d may develop ed to dress-		
a young child self.	Construct a self-help clothbook with zippers, buttons, bows, snaps, etc. in story form. Show examples of good and poor clothing for children and infants.	

Goals & Concepts	Activities
	View filmstrip, "Selecting Children's Clot ing" from the University of Kansas.
VIII. To learn the food needs of young children	
Diet affects future as well as present health of children.	Review basic nutrition principles and discuss suitable foods for small children.
Young children have special food needs.	Plan menus that might be prepared and served to children. Prepare selected men
	Plan and serve a picnic lunch for a famil composed of three children (four-year-ol ten-year-old and 16-year-old), mother an father.
Mealtime is a happy time with: - small servings - only one new food introduced at a meal - bright colors and appealing textures - pleasant surroundings and companions	Prepare a luncheon for pre-schoolers and serve to younger brothers and sisters of class members while their mothers enjoy coffee and cookies in the living room. Evaluate luncheon.
IX. To recognize the many facets of baby-sitting and how it can be a money-making proposition	
Certain responsibilities are assumed by the sitter and her own parents.	Review State film, "The Baby-sitter," and t SVE Child and Infant Care film series on baby-sitting.

	Activities	Resources & Notes
	View filmstrip, "Selecting Children's Clothing" from the University of Kansas.	
	Review basic nutrition principles and discuss suitable foods for small children.	
	Plan menus that might be prepared and served to children. Prepare selected menus.	
	Plan and serve a picnic lunch for a family composed of three children (four-year-old, ten-year-old and 16-year-old), mother and father.	
	Prepare a luncheon for pre-schoolers and serve to younger brothers and sisters of class members while their mothers enjoy coffee and cookies in the living room. Evaluate luncheon.	
aby- -		
med .	Review State film, "The Baby-sitter," and the SVE Child and Infant Care film series on baby-sitting.	Fire marshall: request illustrative material and examples plus film

Goals & Concepts	Activities
It is important for the baby-sitter to be knowledgeable of the parent-employer responsibilities to the sitter.	Discuss the duties and responsibilities o the sitter, parents and employers. (Car of employer's furniture; use of TV, telephone, etc.)
	Arrange a panel of parents and pupils to discuss problems in baby-sitting: - prices, policies, transportation - extra duties such as "doing the dish - emergencies
	Share baby-sitting experiences with the cl
	Report on home experience projects in bab sitting.
	View filmstrips, "Getting Acquainted" and "Special Daytime Problems."
There are acceptable techniques to follow in obtaining "sitting" jobs.	Discuss how jobs are obtained.
	Prepare "hand-outs" for neighbors with sma children.

Activities

Resources & Notes

Discuss the duties and responsibilities of the sitter, parents and employers. (Care of employer's furniture; use of TV, telephone, etc.)

Arrange a panel of parents and pupils to discuss problems in baby-sitting:
- prices, policies, transportation
- extra duties such as "doing the dishes"
- emergencies

Share baby-sitting experiences with the class.

Report on home experience projects in baby-sitting.

View filmstrips, "Getting Acquainted" and "Special Daytime Problems."

Discuss how jobs are obtained.

Prepare "hand-outs" for neighbors with small children.

FOODS FOR MODERN LIVING

FOODS FOR MODERN LIVING

Emphasis is placed on food as a prime factor for attainment
optimum potential and on preparing nutritious and appealing
for special occasions. The student learns of those entry j
are available to persons in the food service field.

Goals & Concepts	Activities
I. To compare the physical facilities of a school kitchen unit to that of a family-type kitchen	
Certain principles are essential in all types of kitchens: - organization - sanitation - cooperation - quality equipment - principles of design - safety	Search through magazines for pictures and layouts of attractive, well-planned kitchens Set up guidelines to help in the selection of the best planned kitchens from those the class had chosen. Consider such points as organization, design, safety. Using same guidelines, evaluate the school kitchen. Inspect the school equipment to determine quality and form generalizations as to value of what makes a "best buy." Demonstrate proper cleaning of different types of small equipment. Pupils clean equipment as necessary.
The selection and arrangement of equipment in a kitchen affects the working conditions.	Determine the "best" organization and placement for equipment in the kitchen. Label shelves, etc. to aid in continued organization and identification.
Food is essential to maintaining one's health.	Use the "basic four" pattern to plan healthful meals. Point out the relationshi of various foods to body health.

FOODS FOR MODERN LIVING

is placed on food as a prime factor for attainment of one's otential and on preparing nutritious and appealing foods ial occasions. The student learns of those entry jobs that lable to persons in the food service field.

	Activities	Resources & Notes
ies t		
l	Search through magazines for pictures and layouts of attractive, well-planned kitchens.	Filmstrip: Save 30 Minutes A Day
	Set up guidelines to help in the selection of the best planned kitchens from those the class had chosen. Consider such points as organization, design, safety. Using same guidelines, evaluate the school kitchen.	Filmstrip: Your Space Age Kitchen
	Inspect the school equipment to determine quality and form generalizations as to value of what makes a "best buy."	
	Demonstrate proper cleaning of different types of small equipment. Pupils clean equipment as necessary.	
of	Determine the "best" organization and placement for equipment in the kitchen.	
	Label shelves, etc. to aid in continued organization and identification.	
ing	Use the "basic four" pattern to plan healthful meals. Point out the relationship of various foods to body health.	Dairy Council Chart of "Basic Four Food Group"

Goals & Concepts	Activities
Create a desire to select and eat a wide variety of foods.	Prepare a snack tray using a wide variety of fresh fruits and raw vegetables. Serv buffet style to "show, tell, taste."
II. To learn proper use and care of kitchen equipment, utensils and supplies	
Proper care of equipment lengthens the life of the equipment and gives better service.	Discuss and demonstrate proper care of equipment. Cite results of uncared for equipment, such as: - dirty electric can opener will not function - prying open cans with paring knife may break off point - soiled iron shoe might stain garment - flame too high melts plastic handle on pan
Proper use and care leads to greater utilization of time, money and energy.	Do a time-and-work study on different met of accomplishing the same goal. Example: washing dishes, setting a table. Relate learning with activities in other areas. Visit the kitchen of a commercial restaur to see techniques employed to conserve ti and energy.
III. To learn the basic principles involved in food preparation	
Well-planned meals require sound knowledge of the principles of food preparation.	Demonstrate the principles involved in me suring. Explain cooking terms that are found in recipes through discussion and demonstration.

	Activities	Resources & Notes
eat	Prepare a snack tray using a wide variety of fresh fruits and raw vegetables. Serve buffet style to "show, tell, taste."	Filmstrip: All About Garnishes Better Homes & Gardens Salad Book
of nd		
thens	Discuss and demonstrate proper care of equipment. Cite results of uncared for equipment, such as: - dirty electric can opener will not function - prying open cans with paring knife may break off point - soiled iron shoe might stain garment - flame too high melts plastic handles on pan	Demonstration by gas company on care and use of range Demonstration by electric company on care and use of range, refrigerator and small appliances
	Do a time-and-work study on different methods of accomplishing the same goal. Example: washing dishes, setting a table. Relate learning with activities in other areas.	The Dishwashing Book
	Visit the kitchen of a commercial restaurant to see techniques employed to conserve time and energy.	Cafeteria or restaurant in the community
in-		
ound of	Demonstrate the principles involved in measuring. Explain cooking terms that are found in recipes through discussion and demonstration.	So You Are Ready to Cook Washington Flour demonstration of quick breads, measurements

Goals & Concepts	Activities
IV. To learn to plan and prepare basic menus which meet daily food requirements	
Good health depends on nutritionally planned and prepared meals.	Pupils plan, prepare and serve simple breakfast, brunch, lunch, supper and
	Prepare sandwiches that form a nutrit meal. Example: breakfast - scramble and bacon sandwich (toasted bread).
Nutritionally planned meals provide pleasing combinations in variety, texture, color, shape, flavor and temperature.	Evaluate by group discussion and the opment of a score card.

Activities	Resources & Notes
	Film: You Be the Judge Betty Crocker's New Picture Cookbook
Pupils plan, prepare and serve simple breakfast, brunch, lunch, supper and dinner. Prepare sandwiches that form a nutritious meal. Example: breakfast - scrambled eggs and bacon sandwich (toasted bread). Evaluate by group discussion and the development of a score card.	Dairy Council Chart of "Basic Four Food Groups" Filmstrip: Secrets of Sandwitchery So You are Ready to Cook Teen Guide to Homemaking Party Planning Boys and Girls Cookbook (Better Homes & Gardens) Meals in Minutes Dinner in a Dish Lunches & Brunches Good & Easy Cookbook (Betty Crocker) Family Fare (U.S. Dept. of Agriculture)

Goals & Concepts	Activities
V. To gain abilities in making wise choices when buying foods	
Well-planned market orders depend on well-planned menus and the supplies on hand.	Pupils participate by making a well-planned market order for the menu they will use.
Make the wisest selection depending on the use to be made of the food.	If feasible, pupils do the shopping in the grocery store with the teacher.
Awareness of the cost of various items of food leads to wise choices when buying.	Using newspaper ads, do comparative shopping. If possible, do actual comparative shopping in the community stores.
VI. To apply good grooming and sanitary practices in the kitchen	
Appropriate grooming for the kitchen and clean food preparation habits are desirable sanitary practices.	Do regular spot-check on the practices of those doing food preparation. Discuss: Health Department requirements for those working in public foods service.
VII. To learn proper methods of storing foods	
Proper storage aids in the saving of time, energy and money as well as the nutritional value of the food.	Pupil-teacher demonstration of the appropriate methods of storing different types of foods: - plastic & foil wrap - double-duty dishes - refrigerated or dry storage

	Activities	Resources & Notes
se		
end	Pupils participate by making a well-planned market order for the menu they will use.	
nd- he	If feasible, pupils do the shopping in the grocery store with the teacher.	
us	Using newspaper ads, do comparative shopping. If possible, do actual comparative shopping in the community stores.	
a- i-	Do regular spot-check on the practices of those doing food preparation. Discuss: Health Department requirements for those working in public foods service.	Fairfax County Guide for Cafeteria Managers
ring		
ving vell he	Pupil-teacher demonstration of the appropriate methods of storing different types of foods: - plastic & foil wrap - double-duty dishes - refrigerated or dry storage	Check on information contained in government food pamphlets

Goals & Concepts	Activities
	Require regular practice of foods prepared; leftovers. Call attention to food care during preparation, care of unused portions from containers opened.
VIII. To make mealtime an enjoyable occasion	
Physical and social factors influence the enjoyment of mealtime.	Discuss and practice: - setting the table attractively and properly - serving techniques - table manners and etiquette Role-play situations to show the importance of using good manners and etiquette at the table.
IX. To plan, prepare and serve foods in quantity	
Many family-size recipes can be converted to serve larger groups.	Practice the technique of enlarging recipes. Compare converted recipes to quantity recipes to observe if proportions of certain ingredients change.
Serving meals gives waitress experience.	Plan, prepare and serve a simple buffet luncheon to a group of faculty members. Pupil observation in the school cafeteria of the preparation of quantity foods.

Activities	Resources & Notes
Require regular practice of foods prepared; leftovers. Call attention to food care during preparation, care of unused portions from containers opened.	Tour the school cafeteria kitchen with the manager as she explains the necessity of efficient practices and sanitary methods.
Discuss and practice: - setting the table attractively and properly - serving techniques - table manners and etiquette	So You Are Ready to Cook Etiquette Book (Amy Vanderbilt or Emily Post) Teen Guide to Homemaking
Role-play situations to show the importance of using good manners and etiquette at the table.	Filmstrip: Fashion in Dining Table manners film, if one is available
Practice the technique of enlarging recipes. Compare converted recipes to quantity recipes to observe if proportions of certain ingredients change.	
Plan, prepare and serve a simple buffet luncheon to a group of faculty members.	
Pupil observation in the school cafeteria of the preparation of quantity foods.	School cafeteria

Goals & Concepts	Activities
X. To prepare foods that are appropriate to serve when entertaining	
Social poise is necessary for graceful, efficient entertaining.	Plan a get-acquainted party and invite the boys from the Vocational Industrial Arts Class.
Proper planning, preparation and serving result in refreshments that are tasty, appealing and nutritious.	Prepare foods appropriate to serve as refreshments for the party.
XI. To become aware of the vocational opportunities available in foods service	
Home economics courses are good training for vocations in foods service.	View various films on the topic. Discuss state laws regarding age requirements. Tour the school cafeteria, having the manager explain the operation and the duties of different personnel. Pupils list those entry jobs for which they are equipped to apply. Discuss how promotions are obtained.

Activities	Resources & Notes
Plan a get-acquainted party and invite the boys from the Vocational Industrial Arts Class.	Better Homes & Gardens Holiday Cookbook
Prepare foods appropriate to serve as refreshments for the party.	Party Planner
	Fun Food Album
	You're Entertaining
	Come to a Party RSVP
	New Hostess at Home
	Coffee Please (explains different coffeemakers)
View various films on the topic.	Plan a field trip to visit a restaurant, bakery
Discuss state laws regarding age requirements.	
Tour the school cafeteria, having the manager explain the operation and the duties of different personnel.	
Pupils list those entry jobs for which they are equipped to apply.	
Discuss how promotions are obtained.	

HOME NURSING

HOME NURSING

In this unit, stress is placed on the home nursing responsib a girl may assume during the illness of a family member. T techniques learned are related to occupational skills.

Goals & Concepts	Activities
I. To become familiar with the teenager's role when there is illness in the home	
Certain illnesses are common to all homes.	Discuss and chart out the most common illnesses as to transfer, duration and cure.
A special type of cleanliness becomes important when there is illness in the home.	List the places in the home where germs are most commonly found.
	Demonstrate the procedure for washing dishe and utensils used by a sick person with a communicable disease.
	Discuss and practice ways of keeping the sickroom clean.
Cheerfulness, kindness and thoughtfulness are especially important when there is sickness in the home.	Prepare a list of the ways the pupil can show kindness, thoughtfulness and cheerfulness when someone in the home is ill.
	Discuss points to consider when visiting in the sickroom.
	Give skits demonstrating good sickroom behavior.

HOME NURSING

t, stress is placed on the home nursing responsibilities assume during the illness of a family member. The learned are related to occupational skills.

Activities	Resources & Notes
Discuss and chart out the most common illnesses as to transfer, duration and cure.	Young Living, chp. 10
List the places in the home where germs are most commonly found.	Exploring Home & Family Living, chp. 20
Demonstrate the procedure for washing dishes and utensils used by a sick person with a communicable disease.	Common Sense About Common Diseases
Discuss and practice ways of keeping the sickroom clean.	Home Nursing Handbook
Prepare a list of the ways the pupil can show kindness, thoughtfulness and cheerfulness when someone in the home is ill.	Cherry Ames Book of First Aid and Home Nursing Junior Homemaking, chp. 8
Discuss points to consider when visiting in the sickroom.	ABC's of Childhood Diseases
Give skits demonstrating good sickroom behavior.	

Goals & Concepts	Activities
The instructions given by a doctor are to be followed exactly as he gave them.	Prepare a simplified patient's chart; tice recordkeeping. Cite examples to prove the point, "Doc orders are to be followed."
II. To be able to perform routine tasks in caring for the patient	
The home nurse needs to be skillful in bedmaking, pillow fluffing and room care for the sick.	Demonstrate bedmaking and pillow fluff practice by pupils.
A patient is more at ease if his needed possessions are near him.	Make a list of articles a sick person probably like near him.
It is important to know how to properly prepare and use the thermometer, ice bag, hot water bottle and bed pan.	Have the school nurse give a talk and stration on the use of sickroom equipm
Certain items for use by a sick person can be made by a family member.	Discuss types of equipment that can ma the patient comfortable - commercial a homemade. Construct a piece of equipment such a backrest, footrest, bed table, etc.

	Activities	Resources & Notes
n by a owed exactly	Prepare a simplified patient's chart; practice recordkeeping.	
	Cite examples to prove the point, "Doctor's orders are to be followed."	
routine he patient		
to be skill- llow fluffing sick.	Demonstrate bedmaking and pillow fluffing; practice by pupils.	Red Cross Home Nursing
ease if his e near him.	Make a list of articles a sick person would probably like near him.	
ow how to use the hot water	Have the school nurse give a talk and demonstration on the use of sickroom equipment.	
by a sick a family	Discuss types of equipment that can make the patient comfortable - commercial and homemade.	
	Construct a piece of equipment such as a backrest, footrest, bed table, etc.	

Goals & Concepts	Activities
III. To be able to prepare nutritional and attractive food for the sick	
Organization of kitchen equipment aids in the conservation of time.	Ready the department kitchen for food preparation activities.
	Review to ascertain pupils' knowledge of equipment and procedures.
When permissible, include the basic four food groups when planning meals for the sick.	List foods in the basic four food groups that would be good for a sick person and the appropriate type of preparation.
Decorating a sick tray conveys cheer.	Collect pictures of garnishes that would make food look more attractive on the sick tray.
	Make attractive items that could be used to decorate a sick tray for a child; a teen; an adult.
	Make a study of table settings that coul be used on the sick tray.
An ill person is easily influenced by his senses - seeing, tasting, smelling.	Prepare a simple meal for a sick person that is attractive, appealing, easy to e and nourishing.
IV. To devise forms of entertainment for convalescent family members	
Entertaining the convalescent makes the recovery time seem shorter to the patient.	Discuss ways the pupil likes to be entertained when she is sick.

	Activities	Resources & Notes
onal ick		
ment ime.	Ready the department kitchen for food preparation activities.	So You Are Ready to Cook Food for the Sick
	Review to ascertain pupils' knowledge of equipment and procedures.	
	List foods in the basic four food groups that would be good for a sick person and the appropriate type of preparation.	
ys	Collect pictures of garnishes that would make food look more attractive on the sick tray.	
	Make attractive items that could be used to decorate a sick tray for a child; a teen; an adult.	
	Make a study of table settings that could be used on the sick tray.	
uenced ing,	Prepare a simple meal for a sick person that is attractive, appealing, easy to eat and nourishing.	
ment ers		
t makes er to	Discuss ways the pupil likes to be entertained when she is sick.	

Goals & Concepts	Activities
	Each girl will demonstrate a game she thinks would be appropriate for a child when convalescing.
	Each girl will construct a toy for a child who is sick.
	Discuss the ways of entertaining a teen-ager when recovering from an illness or accident.
	Make a display of books, games and magazines that could be used by a convalescent indicating age group.
	Visit the school clinic for a bedmaking demonstration and observation of equipment.
	Practice bedmaking by placing the roll-a-way bed mattress on top of a table. This height makes the task easier.
V. To relate the home nursing techniques to hospital and nursing home procedures	
Techniques learned for home care of the sick are applicable to hospital care of patients.	List the work opportunities for the 14-to 16-year-olds in hospitals, nursing homes and homes for the aged.
	Using a hospital bed (school clinic), ready the bed for a hospital patient.
	Review learnings on tray service and feeding a sick person.
	Compare the cleaning procedures of a home sickroom to a hospital room; to a nursing home room. Cite similarities and differences

Activities	Resources & Notes
Each girl will demonstrate a game she thinks would be appropriate for a child when convalescing.	Diversions for the Sick
Each girl will construct a toy for a child who is sick.	
Discuss the ways of entertaining a teen-ager when recovering from an illness or accident.	
Make a display of books, games and magazines that could be used by a convalescent indicating age group.	
Visit the school clinic for a bedmaking demonstration and observation of equipment.	School nurse and clinic facilities
Practice bedmaking by placing the roll-a-way bed mattress on top of a table. This height makes the task easier.	
List the work opportunities for the 14-to 16-year-olds in hospitals, nursing homes and homes for the aged.	Administrator or supervisor of a hospital or nursing home
Using a hospital bed (school clinic), ready the bed for a hospital patient.	
Review learnings on tray service and feeding a sick person.	
Compare the cleaning procedures of a home sickroom to a hospital room; to a nursing home room. Cite similarities and differences.	

A PRETTIER YOU

A PRETTIER YOU

The pupil relates the principles, techniques
skills learned to the development, enhancemen
preservation of natural teen-age attractivene
The relationship is shown between proper groo
social acceptance and job opportunities.

Goals & Concepts	Activities
I. To preserve and enhance natural attractiveness	
Health habits effect natural beauty.	Discuss the need for an adequate di ficient sleep, all-over cleanliness of teeth, grooming and exercise.
Personal attractiveness is obtainable by everyone.	Discuss the difference between cult attractiveness and natural beauty. Cite examples of how one's appearan hinder or increase one's popularity ability to obtain a job.
A regular beauty routine is a must for good grooming.	Review different types of beauty ro and develop one in chart form for c members to use. Prepare posters to illustrate facto create attractiveness.

A PRETTIER YOU

The pupil relates the principles, techniques and skills learned to the development, enhancement and preservation of natural teen-age attractiveness. The relationship is shown between proper grooming, social acceptance and job opportunities.

	Activities	Resources & Notes
tural		
al	Discuss the need for an adequate diet, sufficient sleep, all-over cleanliness, care of teeth, grooming and exercise.	Filmstrips: I Wish, I Wish To Beauty or Not to Beauty
;	Discuss the difference between cultivated attractiveness and natural beauty.	Five Magic Mirrors
	Cite examples of how one's appearance may hinder or increase one's popularity; one's ability to obtain a job.	School cafeteria manager to tell the grooming requirements for a food service employee
s a	Review different types of beauty routines and develop one in chart form for class members to use.	Grooming and Beauty Portfolio Through the Looking Glass
	Prepare posters to illustrate factors that create attractiveness.	Where Beauty Begins Basic Beauty Begins Underneath It All Off to a Beautiful Start Wardrobe Magic My Reflections: A Girl and Her Figure

Goals & Concepts	Activities
	Pupils learn techniques of beauty care: - do's and don't's of applying make-up by taking part in a lecture-demonstration program - manicuring nails by viewing a filmstrip and applying techniques learned to personal nail care - hair care by participating in a field trip to a cosmetology lab and doing hairstyling in a classroom - posture by practicing and applying techniques learned from a modeling school representative
A natural beauty may become unattractive through improper grooming.	Prepare a bulletin board showing suitable hair styles for young people and appropriate dress for school. Through pictures or cartoons, show proper and improper grooming: school, active sports, party, on-the-job
II. To recognize and apply art principles to dress	
A well-dressed girl is appropriately dressed at all times.	List factors to consider in selecting clothes: figure type, color, style, clothes on hand, accessories, personality and the different activities in which one will be involved. Prepare a bulletin board listing activities and showing appropriate dress for each activity.

Activities	Resources & Notes
Pupils learn techniques of beauty care: - do's and don't's of applying make-up by taking part in a lecture-demonstration program - manicuring nails by viewing a filmstrip and applying techniques learned to personal nail care - hair care by participating in a field trip to a cosmetology lab and doing hairstyling in a classroom - posture by practicing and applying techniques learned from a modeling school representative	Community resource person to show proper make-up and skin care for the teen-age girl Filmstrip to illustrate the step-by-step technique of manicuring the nails Cosmetology lab of the area vocational school for hair care and styling Representative from a modeling school in regard to walking, sitting, standing, etc.
Prepare a bulletin board showing suitable hair styles for young people and appropriate dress for school.	McCall's Guide to Teen-age Beauty and Glamour
Through pictures or cartoons, show proper and improper grooming: school, active sports, party, on-the-job	Filmstrip: A Teen's ABC's of Beauty
List factors to consider in selecting clothes: figure type, color, style, clothes on hand, accessories, personality and the different activities in which one will be involved.	Here's to You, Miss Teen Put Your Best Foot Forward The Polly Bergen Book of Beauty
Prepare a bulletin board listing activities and showing appropriate dress for each activity.	

Goals & Concepts	Activities
	Teacher leads students in a study of figure types, line and design in clothing, and figure problems.
	Using the textbook, carry out the following activities: - Work out a study sheet. (page 66) - List points to consider in selecting clothes. - Discuss selection of becoming colors. (Use swatches; review color wheel; review harmonies.) (charts and pictures between pp. 76 and 77) - Show clothing care techniques. (page 90) - Determine effect of color in creating illusions. - Evaluate effect of dress on a person.
	Prepare a chart that illustrates suitable dress for activities in a teen-ager's week. (school, home, social, on-the-job)
	Make a charm and beauty guide scrap book or slip chart including such topics as: - how to manicure or nail care - how to set hair - skin care - your figure type - clothes for you - perfect posture - new words learned

Activities	Resources & Notes
Teacher leads students in a study of figure types, line and design in clothing, and figure problems.	3-M transparencies: Home Economics Part II, packet 24 Charts furnished by pattern company McCall's representative: demonstration on Line and Color
Using the textbook, carry out the following activities: - Work out a study sheet. (page 66) - List points to consider in selecting clothes. - Discuss selection of becoming colors. (Use swatches; review color wheel; review harmonies.) (charts and pictures between pp. 76 and 77) - Show clothing care techniques. (page 90) - Determine effect of color in creating illusions. - Evaluate effect of dress on a person.	Teen Guide to Homemaking, chp. 5 Fabric swatches Color wheel Line charts
Prepare a chart that illustrates suitable dress for activities in a teen-ager's week. (school, home, social, on-the-job)	
Make a charm and beauty guide scrap book or slip chart including such topics as: - how to manicure or nail care - how to set hair - skin care - your figure type - clothes for you - perfect posture - new words learned	

Goals & Concepts	Activities
III. To recognize the values gained from a planned wardrobe	
A satisfying wardrobe is the result of logical analysis and creative ability.	List clothes in own wardrobe that are we able. You have $100 to spend; using ma zines for pictures, plan a wardrobe. Evaluation of unit: - matching quiz - vocabulary drills; word games - unit test - home project: Each student plans a wardrobe of 20 school outfits from: 2 skirts, 1 jumper, 1 dress, 1 swea 2 blouses and unlimited accessories - home practice: Organize and carry a beauty routine for five consecut days and report on the success of y effort. - improvement in at least one health - an understanding of how to dress fo occasion (school, church, sports, s on-the-job)

Activities	Resources & Notes
List clothes in own wardrobe that are wearable. You have $100 to spend; using magazines for pictures, plan a wardrobe.	
Evaluation of unit: - matching quiz - vocabulary drills; word games - unit test - home project: Each student plans a wardrobe of 20 school outfits from: 2 skirts, 1 jumper, 1 dress, 1 sweater, 2 blouses and unlimited accessories. - home practice: Organize and carry out a beauty routine for five consecutive days and report on the success of your effort. - improvement in at least one health habit - an understanding of how to dress for the occasion (school, church, sports, social, on-the-job)	Teen Guide to Homemaking, page 47

SPRING SEWING PROJECT

SPRING SEWING PROJECT

Emphasis is placed on learning additional basic sew
skills and techniques, on wardrobe planning in rela
tion to high school and on-the-job clothes, and on
sewing as a creative art.

Goals & Concepts	Activities
I. To select a pattern that requires at least one new construction process	
Multiple factors are involved when selecting a sewing project.	List factors essential to a sewing projec
Certain techniques are basic to all sewing projects.	Review basic knowledge and skills relate to fabric, pattern, cutting, sewing, etc.
II. To recognize the values gained from a planned wardrobe	
Each garment made should fit the needs of the individual's wardrobe.	Set up guidelines for the selection and coordination of a wardrobe. Research ways to "stretch" a wardrobe. Select pattern, fabric and notions for the project.

SPRING SEWING PROJECT

nasis is placed on learning additional basic sewing
ills and techniques, on wardrobe planning in rela-
n to high school and on-the-job clothes, and on
ing as a creative art.

	Activities	Resources & Notes
es		
hen	List factors essential to a sewing project.	Fairfax County Home Economics Curriculum Guide, p. 99
	Review basic knowledge and skills related to fabric, pattern, cutting, sewing, etc.	Fairfax County Home Economics Curriculum Guide, p. 103
from		
ne robe.	Set up guidelines for the selection and coordination of a wardrobe.	
	Research ways to "stretch" a wardrobe.	
	Select pattern, fabric and notions for the project.	Suggestions for project: - pajamas - coullettes - jump suit - party shift

Goals & Concepts	Activities
III. To improve and expand sewing skills	
New knowledge and skills are based on past learnings and abilities.	Review construction processes by studen teacher demonstration. Display the construction samples as a guide to "perfection stitching." View filmstrip on construction techniqu and/or study charts from pattern companies on construction techniques. Demonstrate new techniques as required garment construction.
IV. To evaluate the sewing project	
Evaluation helps to develop and improve construction standards, wardrobe selection and creativity.	Pupil-teacher evaluation of garment dur an individual conference: - construction - selection - individuality
V. To plan for the future	
Advance planning may insure an adequate wardrobe.	Review present wardrobe to ascertain future needs. Make a workable plan to serve as a gui for future acquisitions. Discuss the factors involved for decidi when to buy and when to make clothes a accessories. Debate: A clever girl can be well dres with a minimum wardrobe.

	Activities	Resources & Notes
ills		
	Review construction processes by student-teacher demonstration.	
	Display the construction samples as a guide to "perfection stitching."	
	View filmstrip on construction techniques and/or study charts from pattern companies on construction techniques.	McGraw-Hill filmstrip
	Demonstrate new techniques as required in garment construction.	
d ,	Pupil-teacher evaluation of garment during an individual conference: - construction - selection - individuality	
	Review present wardrobe to ascertain future needs.	
	Make a workable plan to serve as a guide for future acquisitions.	
	Discuss the factors involved for deciding when to buy and when to make clothes and accessories.	
	Debate: A clever girl can be well dressed with a minimum wardrobe.	

Goals & Concepts	Activities
VI. To relate learnings to job skills	
Basic textile and clothing construction knowledge is useful in certain sales jobs.	List entry jobs related to ready-to-wear and fabrics, such as: stock girl, sales person, etc. Check the labor law for the legal minimum age of the jobs listed. Discuss how the knowledge learned would be helpful on the job.

Activities	Resources & Notes
ls	
List entry jobs related to ready-to-wear and fabrics, such as: stock girl, sales person, etc.	
Check the labor law for the legal minimum age of the jobs listed.	
Discuss how the knowledge learned would be helpful on the job.	

FOOD CONSERVATION

FOOD CONSERVATION

The pupil studies the various methods of food conservat realizes the variety of out-of-season foods that may be to the family menu and investigates the possible budget stretching factor as a result of food conservation.

Goals & Concepts	Activities
I. To learn the many ways that food conservation may contribute to the variety in family meals	
Conserved foods may add interest and variety to family meals.	Display attractive jars of food such as tomatoes, jellies, relishes, fruits. Di cuss ways in which conserved products ma contribute to family meals. Examine several products and describe th qualities that are desirable (color, tex ture, etc.). View films and filmstrips on food conser tion. View demonstration of freezing fruits, v tables, meats. Emphasize points relate food conservation by this method.
II. To develop skills in conserving food	
There are various methods by which foods are conserved: canning, freezing, drying, etc.	Investigate the methods and procedures f conserving food in the home.

FOOD CONSERVATION

tudies the various methods of food conservation, e variety of out-of-season foods that may be added ly menu and investigates the possible budget-factor as a result of food conservation.

Activities

Display attractive jars of food such as tomatoes, jellies, relishes, fruits. Discuss ways in which conserved products may contribute to family meals.

Examine several products and describe the qualities that are desirable (color, texture, etc.).

View films and filmstrips on food conservation.

View demonstration of freezing fruits, vegetables, meats. Emphasize points related to food conservation by this method.

Investigate the methods and procedures for conserving food in the home.

Resources & Notes

Following booklets and pamphlets to be used with entire unit:

10 Short Lessons in Canning and Freezing

Home Canning and Freezing Sketch Book

The Science of Food Preservation

Successful Home Canning

Some Aspects of Food Preservation

Ball Blue Book

Kerr Home Canning Book

Home Canning of Meat

Home Canning of Fruits and Vegetables

Goals & Concepts	Activities
	If possible, visit community cannery and observe equipment in use.
	Examine home canning equipment and consider the proper use of the pressure canner.
	Give demonstrations on canning fruits and vegetables using different methods.
	Have each pupil plan and carry out experiences in canning foods available in the community using two different methods.
	View filmstrip and consider making preserves, jelly and conserves.
	Give demonstrations on making jelly with and without a commercial pectin. Have class compare quality, quantity and cost.
	Pupils plan and carry out experiences in making jelly or preserves (using two methods).
	View film on "Pickles."
	If possible, pickle some food available in community. (Peaches, crabapples, watermelon rind)
III. To realize the economic and nutritious values behind conserving foods	
The food dollar may often be stretched through the use of conserved foods.	Compare advantages, cost and time of using cannery with home canning.

Activities	Resources & Notes
If possible, visit community cannery and observe equipment in use.	Home Freezing of Fruits and Vegetables
Examine home canning equipment and consider the proper use of the pressure canner.	Pressure Canners, Use and Care
Give demonstrations on canning fruits and vegetables using different methods.	How to Make Jellies, Jams and Preserves at Home
Have each pupil plan and carry out experiences in canning foods available in the community using two different methods.	Freezing Meat and Fish in the Home
View filmstrip and consider making preserves, jelly and conserves.	Following books are to be used with entire unit:
Give demonstrations on making jelly with and without a commercial pectin. Have class compare quality, quantity and cost.	Better Homes and Gardens Vegetable Cookbook
Pupils plan and carry out experiences in making jelly or preserves (using two methods).	Joy of Cooking Following films and filmstrips to be used with entire unit:
View film on "Pickles."	Home Canning (State Film Library)
If possible, pickle some food available in community. (Peaches, crabapples, watermelon rind)	Home Canning (Ball Brothers)
	Home Canning: Green Beans
	Home Canning: Jams & Jellies
	Home Canning: Pickles
Compare advantages, cost and time of using cannery with home canning.	Home Canning: Tomatoes

Goals & Concepts	Activities
Nutrients can be preserved through proper canning methods.	Plan, prepare and freeze foods for future class use.
	Plan and prepare menus using the foods co served. Compare quality, time, cost, fla and appearance of the foods conserved and used.
Improper methods of conserving foods result in food spoilage.	Consult pamphlets and books to find out t causes of food spoilage.
IV. To recognize that food conservation is a means of providing foods for balanced family meals	
Foods produced by the family provide variety and balance throughout the entire year.	Plan family meals in which home preserved foods result in forming well-balanced mea - review basic four food group - discuss the nutrients in various foo
Conserved foods aid in providing the daily food requirements.	See previous activity.
	Give a class party using canned and froze foods.
Over-produced foods may be conserved for future use.	Discuss advantages of preserving an overabundant crop of vegetables or fruit rath than the excess produce having to be dest because of spoilage.

Activities	Resources & Notes
Plan, prepare and freeze foods for future class use.	Jam Session
Plan and prepare menus using the foods conserved. Compare quality, time, cost, flavor and appearance of the foods conserved and used.	
Consult pamphlets and books to find out the causes of food spoilage.	
Plan family meals in which home preserved foods result in forming well-balanced meals. - review basic four food group - discuss the nutrients in various foods	
See previous activity.	
Give a class party using canned and frozen foods.	
Discuss advantages of preserving an overabundant crop of vegetables or fruit rather than the excess produce having to be destroyed because of spoilage.	

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Are You in the Know?, Dairy Council of Metropolitan Washington, D. C.

Baby Care, Johnson & Johnson Instructional Materials Lab, Inc., 18 Eas

Baby-sitter Safety Packet, National Safety Council, 425 North Michigan

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onal Safety Council, 425 North Michigan Avenue, Chicago, Illinois

Department of Education, Muncie, Indiana

ll Soup Company, Camden, New Jersey

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of Agriculture

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Home Nursing Book

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Lunches & Brunches

*

Meals in Minutes

Money You Spend (The), Turner & Livingston Series, Follett Publishing Co

My Reflections, Dairy Council of Metropolitan Washington, D. C. (order t

Panic or Plan, Metropolitan Life Insurance Company, One Madison Avenue,

Person You Are (The), Turner & Livingston Series, Follett Publishing Com

Phenomenon of Early Development (The), Ross Laboratories

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Science of Food Preservation, Ball Brothers, Department of Education, Mu

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Livingston Series, Follett Publishing Company

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ife Insurance Company, One Madison Avenue, New York, New York

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Through the Looking Glass, Proctor & Gamble, Cincinnati, Ohio

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Filmstrips

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All About Garnishes, Ekco Housewares Company, Franklin Park, Illinois

And Everything Nice, Dairy Council of Metropolitan Washington, D. C., Washington,

Basic Beauty Begins Underneath It All, Hollywood Vassarette, 718 Glenwood Avenue,

Bathing the Baby, Child Care Series, McGraw-Hill Book Company, New York, New Yor

Choice is Yours (The), Guidance Associates, Pleasantville, New York

Coffee Please, Pan American Coffee Association, 250 North Street, White Plains, Ne

Come to a Party, RSVP, Pineapple Growers Association, 215 Market Street, San Franc

Earning Your Money, McGraw-Hill Book Company, New York, New York

Eat Well - Live Well, McGraw-Hill Book Company, New York, New York

Essentials of Diet (The), McGraw-Hill Book Company, New York, New York

Fashion in Dining, Sears, Roebuck and Company, Consumer Information Services, 740

Feeding the Baby, Child Care Series, McGraw-Hill Book Company, New York, New York

Five Magic Mirrors, Bonnie Bell, Five Magic Mirrors, 18 East 41st Street, New York

Food Fun Album, Carnation Company, Dept. FM-97, Los Angeles, California

Getting Acquainted, Child Care Series, McGraw-Hill Book Company, New York, New Yor

Home Canning, Ball Brothers, Department of Education, Muncie, Indiana

RESOURCES

Filmstrips

ucts, Inc., 30 Rockefeller Plaza, New York, New York

es Company, Franklin Park, Illinois

of Metropolitan Washington, D. C., Washington, D. C.

ll, Hollywood Vassarette, 718 Glenwood Avenue, Minneapolis, Minnesota

s, McGraw-Hill Book Company, New York, New York

ociates, Pleasantville, New York

Association, 250 North Street, White Plains, New York

owers Association, 215 Market Street, San Francisco, California

ok Company, New York, New York

Book Company, New York, New York

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RESOURCES

Filmstrips

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I Wish, I Wish, Calgon Corporation, Calgon Center, Pittsburgh, Pennsylvania

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Keeping Children Happy, Child Care Series, McGraw-Hill Book Company, New York, New York

Keeping Children Safe, Child Care Series, McGraw-Hill Book Company, New York, New York

Making Money Work for You, McGraw-Hill Book Company, New York, New York

New Hostess at Home, Pan American Coffee Association, 250 North Street, White Plains, New

Off to a Beautiful Start, Home Service Center, Scott Paper Company, International Airport,

Party Planner, Reynolds Metals Company, Home Economics Department, Richmond, Virginia

Personal Appearance, McGraw-Hill Book Company, New York, New York

Personal Relationships, McGraw-Hill Book Company, New York, New York

Preparing the Formula, Child Care Series, McGraw-Hill Book Company, New York, New York

Save 30 Minutes a Day, Rubbermaid, Inc., Wooster, Ohio

Secrets of Sandwitchery, Best Foods Division Corn Products Company, 1437 West Morris Stre

Selecting Children's Clothing, Child Care Series, McGraw-Hill Book Company, New York, New

Selecting Children's Toys, Child Care Series, McGraw-Hill Book Company, New York, New Yor

RESOURCES

Filmstrips

rican Can Company, 100 Paul Avenue, New York, New York

American Can Company, 100 Paul Avenue, New York, New York

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an Can Company, 100 Paul Avenue, New York, New York

ion, Calgon Center, Pittsburgh, Pennsylvania

are Series, McGraw-Hill Book Company, New York, New York

re Series, McGraw-Hill Book Company, New York, New York

aw-Hill Book Company, New York, New York

an Coffee Association, 250 North Street, White Plains, New York

Service Center, Scott Paper Company, International Airport, Philadelphia, Pennsylvania

Company, Home Economics Department, Richmond, Virginia

l Book Company, New York, New York

-Hill Book Company, New York, New York

re Series, McGraw-Hill Book Company, New York, New York

id, Inc., Wooster, Ohio

Foods Division Corn Products Company, 1437 West Morris Street, Indianapolis, Indiana

Child Care Series, McGraw-Hill Book Company, New York, New York

ld Care Series, McGraw-Hill Book Company, New York, New York

RESOURCES

Filmstrips

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Spending Your Money, McGraw-Hill Book Company, New York, New York

Teaching Desirable Habits, Child Care Series, McGraw-Hill Book Compan

* Through the Looking Glass, Proctor & Gamble, Cincinnati, Ohio

Values for Teen-Agers, Guidance Associates, Pleasantville, New York

Where Beauty Begins, The Stillman Company, Aurora, Illinois

Your Space-Age Kitchen, Sears, Roebuck and Company

You're Entertaining, Home Service Center, Scott Paper Company, Intern

* To Beauty Or Not to Beauty, Coty Division of Charles Pfizer Company, C

Films

Babies Like to Eat, Dairy Council of Metropolitan Washington, D. C.

Bathing the Baby, Johnson & Johnson Instructional Materials Lab, Inc.,
(Obtain on free loan; return postage only cost)

Food As Children See It, Dairy Council of Metropolitan Washington, D.

Home Canning, State Film Library

You Be The Judge, Modern Talking Picture Service, 927 - 19th Street,

RESOURCES

Filmstrips

Child Care Series, McGraw-Hill Book Company, New York, New York

aw-Hill Book Company, New York, New York

, Child Care Series, McGraw-Hill Book Company, New York, New York

, Proctor & Gamble, Cincinnati, Ohio

uidance Associates, Pleasantville, New York

Stillman Company, Aurora, Illinois

ears, Roebuck and Company

e Service Center, Scott Paper Company, International Airport, Philadelphia, Pennsylvania

ty, Coty Division of Charles Pfizer Company, Clifton, New Jersey

Films

y Council of Metropolitan Washington, D. C.

n & Johnson Instructional Materials Lab, Inc., 18 East 41st Street, New York, New York
n; return postage only cost)

Dairy Council of Metropolitan Washington, D. C.

Library

Talking Picture Service, 927 - 19th Street, N. W., Washington, D. C.

CORRELATION OF HOME ECONOMICS VOCABULARY WITH LANGUAGE ARTS

General

Homemaking
Vocation
Consumer

Family Living

Environment
Heredity
Development
Adolescent
Sibling
Peers
Occupation
Morals
Ethics
Values
Emotions
Social
Community
Family
Personality
Trait
Quality
Quantity
Standards
Society
Mature
Conformity
Friendship
Steady
Dating
Etiquette

Family Living (cont.)

Manners
Principles

World of Work

Finance
Credit
Budget
Interest
Laboratory
Income
Inventory
Salary
Opportunity
Evaluation
Goal
Concept
Management
Resources
Leisure
Employment
Employee
Employer
Customs
Tradition
Education
Interaction
Responsibility
Generation (gap)
Corporation
Opinion
Disposition

ION OF HOME ECONOMICS VOCABULARY WITH LANGUAGE ARTS

Family Living (cont.)

Manners
Principles

World of Work

Finance
Credit
Budget
Interest
Laboratory
Income
Inventory
Salary
Opportunity
Evaluation
Goal
Concept
Management
Resources
Leisure
Employment
Employee
Employer
Customs
Tradition
Education
Interaction
Responsibility
Generation (gap)
Corporation
Opinion
Disposition

World of Work (cont.)

Privileges
Demonstration
Technique
Role Play
Cosmetology
Emphases
Cultivate
Routine
Schedule
Appropriate
Transparent
Suitable
Initiative
Academic
Achievement
Welfare
Publicity

Clothing

Design
Shape
Harmony
Scheme
Illusion
Create
Wardrobe
Accessories
Blend
Enhance
Reinforce
Basic

Clothing (cont.)

Equipment
Allotment
Project
Notions
Fiber
Grain
Seam
Bias
Weaves
Selvage
Nap
Pile
Shrinkage
Sanforized
Colorfast
Understitch
Baste
Stay-stitching
Fold
Raw Edge
Directional stitching
Pressing
Ironing
Notch
Dart
Gather
Ease
Width
Length
Yard
Bodice
Clip
Alter

Clothing (cont.)

Workmanship
Size
Sizing
Bleach
Ravel
Stitch
Sew
Hem
Facing
Transfer
Duplicate
Grain Perfect
Angle

Home Nursing

Illness
Bacteria
Contagious
Infection
Convalescent

Foods

Stir
Measure
Beat
Blend
Cream
Fold
Digestion

Clothing (cont.)

Workmanship
Size
Sizing
Bleach
Ravel
Stitch
Sew
Hem
Facing
Transfer
Duplicate
Grain Perfect
Angle

Home Nursing

Illness
Bacteria
Contagious
Infection
Convalescent

Foods

Stir
Measure
Beat
Blend
Cream
Fold
Digestion

Foods (cont.)

Advertisement
Nutrition
Nutrients
Vitamins
Minerals
Protein
Carbohydrate
Calcium
Phosphorus
Iron
Iodine
Appetite
Hunger
Diet
Recipe
Ingredients
Range
Refrigerator
Cover
Flatware
Holloware
China
Comparative
Spoilage
Incorporate
Variety
Texture
Flavor
Toast
Fry
Broil
Boil
Bake
Buffet

Food Preservation

Paraffin
Sterilize
Freeze
Pectin
Freeze-dry
Smoke
Pickle
Conservation
Seal
Processing
Pressure cooker
Salting
Jam
Jelly
Marmalade
Butters
Preserves
Mold
Blanch
Chow-chow

Child Care

Formula
Toddler
Infant
Pre-schooler
Development
Coordination
Fear
Discipline
Emergency

Child Care (cont.)

Motor development
Fetus
Kindergarten
Nursery
Acceptance
Sharing
Authority
First aid
Adaptability

A FIVE-WEEK PILOT COURSE IN HOMEMAKING FOR EIGHTH-GRAD

When wives and mothers assume the dual role of homemaker
for the male members of the family to share in the domestic role.
American families, the need has arisen for home economics education

At William Cullen Bryant Intermediate School, a five-week
the ten boys in the pre-vocational class took homemaking for two 45-
girls in this class took industrial arts. This pre-vocational clas
average eighth-grader, who had found very little success in school
The majority came from broken homes in which little value was place
low income families; some had an income of their own from part-time

In planning the subject-matter for this course, a survey
formed by the boys and the areas of homemaking which were particula
revealed that three of the ten washed dishes regularly, all ten hel
cooked frequently, and three had baby-sitting jobs. The primary int
preparation. Four of the boys stated that they had to prepare thei

Because of the overwhelming interest in food preparation,
around this area of homemaking. Consumer education, sanitation, eti
were all related to the actual planning, preparation and service of
sewing machine were learned through the construction of chefs' apro

As the pupils' needs became evident, goals were developed

- to become aware of the various careers related to
  men excel
- to learn to work in a group situation, sharing re
  family would share them
- to recognize acceptable table manners and develop
- to learn how to plan a low-cost meal using the pr
  nutrition
- to learn to use convenience foods creatively
- to develop the basic skills of meal preparation a
  the terminology of recipes
- to realize the importance of sanitation in food p
- to learn how to operate and care for home equipme

EK PILOT COURSE IN HOMEMAKING FOR EIGHTH-GRADE PRE-VOCATIONAL BOYS

nd mothers assume the dual role of homemaker and wage earner, it becomes necessary f the family to share in the domestic role. With this changing of roles in need has arisen for home economics education courses for boys as well as girls.

ullen Bryant Intermediate School, a five-week pilot course was conducted in which e-vocational class took homemaking for two 45-minute periods a day while the 13 ok industrial arts. This pre-vocational class consisted of pupils, older than the who had found very little success in school and were considered potential dropouts. broken homes in which little value was placed on education. They were mostly from ome had an income of their own from part-time employment.

the subject-matter for this course, a survey was taken of the household tasks per- the areas of homemaking which were particularly interesting to them. This survey the ten washed dishes regularly, all ten helped with the house-cleaning, six three had baby-sitting jobs. The primary interest of the entire group was meal the boys stated that they had to prepare their own breakfast or go without eating.

he overwhelming interest in food preparation, all subject-matter taught revolved memaking. Consumer education, sanitation, etiquette, nutrition, and home equipment e actual planning, preparation and service of meals. The care and use of the arned through the construction of chefs' aprons.

s' needs became evident, goals were developed as follows:

ecome aware of the various careers related to home economics in which
excel
earn to work in a group situation, sharing responsibilities as a
ily would share them
recognize acceptable table manners and develop social confidence
earn how to plan a low-cost meal using the principles of good
rition
earn to use convenience foods creatively
evelop the basic skills of meal preparation and to understand
terminology of recipes
realize the importance of sanitation in food preparation
earn how to operate and care for home equipment

- to become wise consumers, aware of information found
  advertising
- to learn how to operate and care for a sewing machin

Because of the low academic achievement of the majority of t activities were omitted. All learning and evaluating occurred either through class discussions. The boys were divided arbitrarily into tw rotated duties which consisted of chef, assistant chef, manager (who w and supervision), waiter and dishwasher (the last two being in charge and the cleaning of the kitchens). After the first two meals, the boy shopping lists with a minimum of assistance from their teacher. One c and served was a luncheon for ten guests from the faculty and adminis session, the preparation and service of the previous meal was discusse

Resources for this course were varied. The boys were encou from home. The major source of menu ideas came from the Better Homes recipes from these cookbooks were not too complex or time-consuming, a motivated the boys and encouraged the attractive service of foods. Ch gourmet chef, contributed to the class in several ways. He demonstrat foods; he explained career opportunities in the field of food service prepare and serve a luncheon for several members of the school staff a

All objectives of this course were met to a degree; some wer The results of a survey given at the end of the course showed each bo homemaking class and all felt that the actual experience of preparing

In conclusion, the major areas in which the pupils showed th

- They became very competent in the care and use of ho
- They gained a basic knowledge of meal preparation ar
  well-balanced meals.
- They became more aware of labels on food products ar
- They realized the career opportunities for men relat
  in food service.
- They learned and practiced acceptable table manners
- They achieved a sense of pride and accomplishment fr
  especially from the two luncheons they served to th

ome wise consumers, aware of information found on labels and in
ising
rn how to operate and care for a sewing machine

low academic achievement of the majority of the pupils, text reading and essay
All learning and evaluating occurred either in laboratory situations or
s. The boys were divided arbitrarily into two teams of five, and each day they
sisted of chef, assistant chef, manager (who was responsible for all planning
and dishwasher (the last two being in charge of table setting, meal service
kitchens). After the first two meals, the boys planned all of their menus and
nimum of assistance from their teacher. One of the meals they planned, prepared
n for ten guests from the faculty and administration. During each planning
and service of the previous meal was discussed.

this course were varied. The boys were encouraged to bring in "favorite recipes"
urce of menu ideas came from the Better Homes and Gardens cookbook series. The
ooks were not too complex or time-consuming, and the impressive photographs
ncouraged the attractive service of foods. Chef Alber', the Giant Food Company's
d to the class in several ways. He demonstrated the use of various convenience
er opportunities in the field of food service; and he helped the class plan,
heon for several members of the school staff and the county administration.

of this course were met to a degree; some were emphasized more than others.
given at the end of the course showed each boy enjoyed his experience in the
felt that the actual experience of preparing and planning meals was most helpful.

, the major areas in which the pupils showed the most development were as follows:

ecame very competent in the care and use of household equipment.
ained a basic knowledge of meal preparation and the ability to plan
alanced meals.
ecame more aware of labels on food products and food prices.
ealized the career opportunities for men related to home economics, especially
d service.
earned and practiced acceptable table manners.
chieved a sense of pride and accomplishment from the class activities,
ially from the two luncheons they served to their teachers.

GRADE 9

HOME ARTS

HOME ARTS

Course Description

Home Arts, a two-hour course for ninth-and tenth-grade girls, is designed to create an interest in all aspects of being a homemaker. The major areas of home economics are explored according to the interests and abilities of the students enrolled. Skill development in the areas of sewing, cooking and consumer buying is emphasized. Other areas of study include family and peer relationship, elementary arts of home furnishings, home care of the sick, personal enhancement and social amenities.

Each of these units will have some occupational application.

Course Development

The following program of work is an excellent example of pupil-teacher planning. The Fairfax County Home Economics Curriculum Guide and the State of Virginia Home Economics publications served only as guides. The unique needs of the class members determined the depth and scope of the course, the types of activities included and the materials used.

Goals & Concepts	Activities
I. To gain an understanding of a new school, a new home economics department and our role in relation to each	
A new school creates the need for getting acquainted and making adjustments.	Complete a personal data sheet. Discussion of units of study fo and the desired learning of the Set up group dynamics discussion guidance to help students relate larger school. Look at organizations and activi to new students; services availa students.
A kitchen to organize and decorate gives opportunity for getting acquainted with the units and laundry.	List everything in the departmen to be cleaned and compile a duty Demonstration: "How are these b for?"
Being able to work congenially with others contributes to personality development.	Place contact or shelf paper on and organize units. Go over the names of equipment. Plan arrangement of greenery for units: color, type of arrangemen tainer. Make arrangement.

Activities	Resources & Notes
Complete a personal data sheet.	
Discussion of units of study for the year and the desired learning of the students.	Fairfax County Home Economics Curriculum Guide - Home Economics I
Set up group dynamics discussions with guidance to help students relate to larger school.	
Look at organizations and activities open to new students; services available to students.	School Student Handbook
List everything in the department (or room) to be cleaned and compile a duty chart.	New Room in Your Kitchen
	How to Save 30 Minutes a Day
Demonstration: "How are these best cared for?"	Cleaning supplies
Place contact or shelf paper on shelves and organize units.	Housecleaning Handbook for Young Homemakers
Go over the names of equipment.	
Plan arrangement of greenery for kitchen units: color, type of arrangement, container. Make arrangement.	Household Helpers The Road to Responsibility

Goals & Concepts	Activities
	Organize, straighten and label shel laundry room or area.
II. To gain deeper insight into one's feelings and actions	
Many factors contribute to individual growth.	Read and discuss the chapter, About
	Define personality.
	Discuss values and goals, and relat to class experience.
	Read the story of "Laura" and discu term and short term goals.
	Select a present goal you are striv toward and discuss in class. How do about building toward this goal?
	Write an autobiography - two pages. reread and write what factors have to make you the way you are.
	Think of the best friend you have. a list of the personality traits sh that you like most. Study this li think about yourself.
	Recall a situation in which you fai Did you learn from the failure?
	Think of five limitations in yoursel How can you overcome them?

	Activities	Resources & Notes
	Organize, straighten and label shelves in laundry room or area.	Homemaking for Teen-agers, Book II, chp. 4
nto one's		
to in-	Read and discuss the chapter, About You.	Building Your Life, chp. 1 - 5
	Define personality.	
	Discuss values and goals, and relate them to class experience.	
	Read the story of "Laura" and discuss long term and short term goals.	
	Select a present goal you are striving toward and discuss in class. How do you go about building toward this goal?	
	Write an autobiography - two pages. Then reread and write what factors have helped to make you the way you are.	
	Think of the best friend you have. Make a list of the personality traits she has that you like most. Study this list and think about yourself.	
	Recall a situation in which you failed. Did you learn from the failure?	
	Think of five limitations in yourself. How can you overcome them?	

HOME ARTS - HOME FURNISHINGS WITH SEWI

Goals & Concepts	Activities
I. To improve sewing skill at the machine	
The proper use and care of sewing equipment is vital.	Demonstrate proper use and care o equipment - sewing machine and sm equipment.
New knowledge and skills are based on past learnings and abilities.	Use stitching charts to practice machine.
Proper pressing techniques are essential to professional sewing.	Make an apron (torn project): - processing material - clean finishing - understitching - reinforced corners - pressing - band
	Evaluation of construction skills work habits.
II. To select a project to enhance the department and to provide successful learning experience for the students	
Well chosen curtains can enhance the appearance and personality of a room.	Look at various fabrics used in c their weaves and finishes.
	Analyze fabrics according to use behavior.
	Study color and types of window t and how the mood of the room is a

HOME ARTS - HOME FURNISHINGS WITH SEWING SKILLS

	Activities	Resources & Notes
he		
ewing	Demonstrate proper use and care of sewing equipment - sewing machine and smaller equipment.	Sewing Manual (Viking or Singer)
e based ies.	Use stitching charts to practice on sewing machine.	Stitching charts (Viking or Singer)
are ewing.	Make an apron (torn project): - processing material - clean finishing - understitching - reinforced corners - pressing - band	The Bishop Method of Clothing Construction
	Evaluation of construction skills and work habits.	
nce the uccess- the		
hance ity of	Look at various fabrics used in curtains - their weaves and finishes.	Homes With Character
	Analyze fabrics according to use and behavior.	
	Study color and types of window treatment and how the mood of the room is affected.	1,001 Decorating Ideas

Goals & Concepts	Activities
	Discuss the function of the room and to choice of curtains.
Certain construction techniques are unique to curtain and drapery-making.	Demonstrate the step-by-step procedur curtain construction as pupils make c
	Demonstrate the final pressing of cur
	Investigate types of curtain rods.
	Demonstrate the hanging of curtains.
The process used in antiquing curtain rods can be used on furniture and accessories at home.	Antique curtain rod and rings, pictur frame, jewelry box, etc.
	Demonstrate the decaupage procedure.
Flower arrangements should be planned and selected in relation to color of room and its function.	Examine the flower containers, holder in the department.
	Plan and shop for flowers, container Flemish ingredients as necessary.
	Class prepare the mixture and proces Flemish flowers.
	Have a demonstration of flower arran
	Students arrange flowers for home or department use. (Resource person ma supervise this.)
A successfully completed projec merits admiration by others.	Plan a party: guests, decorations, r freshments, service.
	Prepare refreshments.
	Keep a notebook of party plans and pi tures for catering or repeats.

	Activities	Resources & Notes
	Discuss the function of the room and relate to choice of curtains.	Home Furnishings
	Demonstrate the step-by-step procedure of curtain construction as pupils make curtains.	
	Demonstrate the final pressing of curtains.	
	Investigate types of curtain rods.	
	Demonstrate the hanging of curtains.	
	Antique curtain rod and rings, picture frame, jewelry box, etc.	
	Demonstrate the decaupage procedure.	
n	Examine the flower containers, holders, etc. in the department.	
	Plan and shop for flowers, containers and Flemish ingredients as necessary.	
	Class prepare the mixture and process Flemish flowers.	
	Have a demonstration of flower arranging.	Community Resource Person
	Students arrange flowers for home or department use. (Resource person may supervise this.)	
ct	Plan a party: guests, decorations, refreshments, service.	Betty Crocker's Hostess Cookbook
	Prepare refreshments.	
	Keep a notebook of party plans and pictures for catering or repeats.	

HOME ARTS - FOODS

Goals & Concepts	Activities
I. To learn to plan basic family meals which meet daily food requirements	
The health of each family member depends on nutritionally planned meals.	Read and discuss eating habits and thei effect on health, using the folder, "Guid to Good Eating." Also view films and filmstrips. Use food models and pattern planning to plan a day's meals. Students cite instances of food combinations (good and bad) on school tray. Check our own meals for three days and see if a food group is missing. What could be the effect if dietary deficiency is not corrected? Display pictures showing variety in mea planning. Study food fads and relate to basic 4.
II. To learn to make mealtime an enjoyable occasion	
Joys and satisfactions result from sharing tasks and responsibilities.	Review and discuss management of time during preparation.

HOME ARTS - FOODS

	Activities	Resources & Notes
y		
mber nned	Read and discuss eating habits and their effect on health, using the folder, "Guide to Good Eating." Also view films and filmstrips.	Guide to Good Eating Filmstrip: Mealtime Can Be Magic
	Use food models and pattern planning to plan a day's meals. Students cite instances of food combinations (good and bad) on school tray.	Films from State Department or Madison College Food and Nutrition
	Check our own meals for three days and see if a food group is missing.	Fundamentals of Diet Understanding Vitamins
	What could be the effect if dietary deficiency is not corrected?	Experiences with Foods, chp. 1
	Display pictures showing variety in meal planning.	
	Study food fads and relate to basic 4.	
n		
lt on-	Review and discuss management of time during preparation.	Film: Cooking - Planning and Organization

Goals & Concepts	Activities
	Plan a luncheon menu and prepare a time plan for that meal.
	Plan a snack to serve in class, sharing the responsibilities.
Physical and social factors influence enjoyment of mealtime, such as: - attractive table settings - use of correct techniques in serving - practice of good table manners and pleasant conversation	Using opaque projector, look at picture of various table appointments, setting and flower arrangements. Using equipment in the department, sho various setting combinations to illustr formal setting, less formal, etc. Have students set table for different services and go through mock service.
III. To learn proper use and care of kitchen equipment and safety in the kitchen	
Proper use and care of kitchen equipment and utensils will lead to greater utilization of time, money, energy and safety.	View demonstration of proper use and care of gas or electric equipment. List the requirements of the health department for cafeteria workers. In groups, divide equipment and have the students name and describe use of the equipment.

Activities	Resources & Notes
Plan a luncheon menu and prepare a time plan for that meal.	
Plan a snack to serve in class, sharing the responsibilities.	Experiences with Foods, chp. 2
Using opaque projector, look at pictures of various table appointments, settings and flower arrangements.	
Using equipment in the department, show various setting combinations to illustrate formal setting, less formal, etc.	Experiences with Foods, chp. 25
Have students set table for different services and go through mock service.	
View demonstration of proper use and care of gas or electric equipment.	Virginia Electric Power Company Washington Gas Light Company
List the requirements of the health department for cafeteria workers.	
In groups, divide equipment and have the students name and describe use of the equipment.	Film: Cooking--Kitchen Safety Experiences with Foods, chp. 8 Filmstrips by Rubbermaid

Goals & Concepts	Activities
IV. To learn the value of planned spending with the food dollar	
A wise shopper learns to compare quantity and quality of products used in family meals.	Compare prices of certain items in various stores. With actual items or cartons, compare cost/ounce.
A well planned grocery list is based on planned menus and supplies on hand.	Review and discuss how to buy produce. Take a trip to a supermarket to illustrate comparison shopping and determine available services. Study the labels on canned foods that come into the home. Classify according to price and quality.
V. To learn the basic principles of food preparation and the joys and satisfaction of preparing and serving family meals	
Nutritionally adequate family meals require sound knowledge of food preparation principles. Correct scheduling of meal preparation insures that all foods are ready for serving at the desired time.	Pupils plan and prepare simple meals: (may invite guests) - for breakfast: fruit cup, quick bread, beverage - for brunch: fruit juice, eggs, breakfast meat, English muffins - for lunch: (Christmas lunch with guests) juice, casserole, molded salad, quick bread, Christmas cake

Activities	Resources & Notes
Compare prices of certain items in various stores.	Experiences with Foods, chp. 9 Filmstrip: Label
With actual items or cartons, compare cost/ounce.	Films: Home Management - Buying Food Home Management - Why Budget
Review and discuss how to buy produce.	
Take a trip to a supermarket to illustrate comparison shopping and determine available services.	
Study the labels on canned foods that come into the home. Classify according to price and quality.	
Pupils plan and prepare simple meals: (may invite guests)	
- for breakfast: fruit cup, quick bread, beverage	Experiences with Foods, chps. 3, 4, 6
- for brunch: fruit juice, eggs, breakfast meat, English muffins	Experiences with Foods, chps. 7 & 5
- for lunch: (Christmas lunch with guests) juice, casserole, molded salad, quick bread, Christmas cake	Experiences with Foods, chp. 14 & 24 Filmstrip: Cakes & Frostings (Betty Crocker)

Goals & Concepts	Activities
Joys and satisfaction result from sharing tasks and responsibilities in meal preparation.	- for luncheon: homemade soup, sandwich, garnish, beverage - for luncheon: macaroni and cheese, vegetables, corn bread, instant pudding . Demonstrate white sauce. . Prepare various vegetables; serve buffet style. (Freeze part of each for future use.) - for dinner: meat pie, salad, popove beverage, pie . Demonstrate baking a ham. - for dinner: chicken, potato salad, relish tray, dessert . Demonstrate sectioning chicken. - for dinner: lasagne, vegetable, combination salad with French dressing, bread sticks, fruit plate . Each student makes a dressing. - Evaluate time, plans and resulting meals.

	Activities	Resources & Notes
result from onsibilities	- for luncheon: homemade soup, sandwich, garnish, beverage	Experiences with Foods, chp. 12 and 13
	- for luncheon: macaroni and cheese, vegetables, corn bread, instant pudding . Demonstrate white sauce. . Prepare various vegetables; serve buffet style. (Freeze part of each for future use.)	Experiences with Foods, chp. 10, 11 and 14
	- for dinner: meat pie, salad, popover, beverage, pie . Demonstrate baking a ham.	Experiences with Foods, chp. 16 and 20
	- for dinner: chicken, potato salad, relish tray, dessert . Demonstrate sectioning chicken.	Experiences with Foods, chp. 17 and 19
	- for dinner: lasagne, vegetable, combination salad with French dressing, bread sticks, fruit plate . Each student makes a dressing.	Experiences with Foods, chp. 18
	- Evaluate time, plans and resulting meals.	

Goals & Concepts	Activities
VI. To learn correct methods of food storage and recognize the ways food conservation may contribute to family meals	
Proper methods of storage will aid the homemaker in saving time, money and energy.	Demonstrate different methods for different types of foods. Freeze part of the food prepared during the demonstration.
	Plan a meal around leftovers for each family group.
Food conservation provides greater variety in family meals.	Pupils conserve food by freezing and making jellies.
	Prepare jars of jellies and jams for gifts.
	NOTE: Christmas ideas prior to the holiday candles; wreaths (candy, dellarobia) Santa candy jars; doorknob covers.
	Some items were demonstrated and som were class activities. Each student made at least two decorations. Two students made and sold wreaths.

	Activities	Resources & Notes
ood		
id ney	Demonstrate different methods for different types of foods. Freeze part of the food prepared during the demonstration.	Experiences with Foods, chp. 24
	Plan a meal around leftovers for each family group.	
er	Pupils conserve food by freezing and making jellies.	Blender recipe book
	Prepare jars of jellies and jams for gifts.	
	NOTE: Christmas ideas prior to the holidays: candles; wreaths (candy, dellarobia); Santa candy jars; doorknob covers. Some items were demonstrated and some were class activities. Each student made at least two decorations. Two students made and sold wreaths.	

HOME ARTS - LAUNDRY

Goals & Concepts	Activities	
I. To learn factors which influence water reaction in the laundry process		
Mineral content of water creates problems in laundering.	Introduce unit with films, "Washing Day Wonders" and "Focus on Family Wash."	Wash Focu
	Have discussions and demonstrations to explain differences and effect each has on fabrics: - water hardness - detergents - softeners - bleaches	
II. To become aware of different appliances on the market today and the care of these appliances		
In purchasing a washer, the following factors should be considered: the capacity, amount of water needed, controls, motor size, grounding and installation, guarantee, tub drain and overall performance.	Have discussion and demonstration using equipment in the department. Demonstrate cleaning and care of appliances. Field trip: Visit appliance store and study different makes and features.	Appl
Dryers represent a saving of time, energy and fibers. Different dryers have different merits, and gas differs from electric.	Have a file or folder of appliance booklets and class researches the important information they contain.	

HOME ARTS - LAUNDRY

	Activities	Resources & Notes
nce		
tes	Introduce unit with films, "Washing Day Wonders" and "Focus on Family Wash."	Wash Day Wonders Focus on Family Wash
	Have discussions and demonstrations to explain differences and effect each has on fabrics: - water hardness - detergents - softeners - bleaches	
appli- the		
ollow- red: needed, ng and drain	Have discussion and demonstration using equipment in the department. Demonstrate cleaning and care of appliances. Field trip: Visit appliance store and study different makes and features.	Appliance handbooks
time, and	Have a file or folder of appliance booklets and class researches the important information they contain.	

Goals & Concepts	Activities
III. To learn the techniques and methods of laundering in order to take the best care of the clothing and yet eliminate drudgery	
Before laundering, search clothing for articles in pockets; do spotting and mending.	Determine the best methods for handlin laundry including saving time and eff
Clothing should be sorted as to color and fabric.	Using school equipment, students demo strate the following: - washer - dryer - ironing - stain removal
The bleach to use, either chlorine or peroxide, depends on the material but should be used with discretion.	Demonstrations which show the results proper and improper bleaching.
The method of "spot removal" depends on the stain and the fiber.	Each student spots a sample fabric wit stain, using various types of fabrics stains. Research and demonstrate the method to remove stain.
Time management is important in laundering and ironing.	Field trip: Visit a drug store to as a stain removal kit.
	Begin or add to a file folder, collect of hang-tags from garments requiring care. Relate information to time mana ment and fabric care.
	Using sweaters of various fibers and of soil, demonstrate the hand wash me the machine wash method.
	Define terms such as colorfast, synth blends, combination and sanforized.

	Activities	Resources & Notes
methods ake the nd yet		
lothing spotting	Determine the best methods for handling laundry including saving time and effort.	All About Laundering
s to	Using school equipment, students demonstrate the following: - washer - dryer - ironing - stain removal	
hlorine e material scretion.	Demonstrations which show the results of proper and improper bleaching.	
l" de- fiber.	Each student spots a sample fabric with stain, using various types of fabrics and stains. Research and demonstrate the best method to remove stain.	
nt in	Field trip: Visit a drug store to assemble a stain removal kit.	
	Begin or add to a file folder, collections of hang-tags from garments requiring special care. Relate information to time management and fabric care.	
	Using sweaters of various fibers and stages of soil, demonstrate the hand wash method; the machine wash method.	
	Define terms such as colorfast, synthetics, blends, combination and sanforized.	

HOME ARTS - GROOMING

Goals & Concepts	Activities
I. To understand some major factors that are essential to good grooming and job success	
Cleanliness, hair care, make-up and general good grooming are important to self-confidence.	Discuss and review to ascertain areas that students feel need emphasis. Field trip: Visit a school of cosmethology. Discuss hair styles and hair care. Invite a resource person to give lecture and demonstrations on make-up. Prepare a manicure kit for the department. Students practice giving each other a manicure.
II. To relate the knowledge of line, color and texture to desired effects in clothing design	
Selecting clothing most flattering to one's figure and coloring increases one's self-confidence.	Read and discuss line and color in relation to clothing. Use pictures obtained from magazines, optical illusion folders and supplementary textbooks to study effect of line. (opaque projector) Using swatches of material, class determines several becoming colors and textures for each member.

HOME ARTS - GROOMING

	Activities	Resources & Notes
s m-		
and tant	Discuss and review to ascertain areas that students feel need emphasis.	ABC's of Teen Beauty (Filmstrip) ABC's of Beauty (bulletin by Avon)
	Field trip: Visit a school of cosmethology.	Homemaking for Teen-agers, Book II, chp. 6
	Discuss hair styles and hair care.	
	Invite a resource person to give lecture and demonstrations on make-up.	Good Grooming for Girls (Filmstrip) Good Grooming: Make-up (Filmstrip)
	Prepare a manicure kit for the department.	Good Grooming: Posture (Filmstrip)
	Students practice giving each other a manicure.	
e,		
ring n-	Read and discuss line and color in relation to clothing.	Homemaking for Teen-agers, chp. 6
	Use pictures obtained from magazines, optical illusion folders and supplementary textbooks to study effect of line. (opaque projector)	Clothes & You: Line and Proportion (film) Color wheel
	Using swatches of material, class determines several becoming colors and textures for each member.	Large fabric samples How to Wear Colors

Goals & Concepts	Activities
III. To plan a wardrobe and develop some understanding of one's individual clothing needs in relation to getting a job	
Selection and coordination of a wardrobe is important in wardrobe planning.	Invite a representative from a pattern company to demonstrate wardrobe selection. Read and discuss the factors involved in a wardrobe plan. Work on a bulletin board of clothes for a specific occasion. Have discussion as students select pictures to be posted.
Personal attractiveness is determined by controllable factors.	Show the effect of accessories on a basic dress. Discuss accessories: - how many - color - occasion Relate the planning of a clothing budget to wise buying practices. Study Ship 'n Shore shirt bulletin. Picture-association of psychological effects of clothing: Students tell what effect an outfit has upon them.
A knowledge of fabrics, fiber content, cost and use will aid in making better clothing selections.	Read and discuss "The Fabrics of Your Life." Together in class, make a collection of fabric swatches identifying the: - cost - weave - fiber - fabric - commercial name - use

	Activities	Resources & Notes
ome al		
ward- lan-	Invite a representative from a pattern company to demonstrate wardrobe selection.	Area school representative of McCall's
	Read and discuss the factors involved in a wardrobe plan.	Homemaking for Teen-agers, Book II, chp. 8
	Work on a bulletin board of clothes for a specific occasion. Have discussion as students select pictures to be posted.	
r-	Show the effect of accessories on a basic dress. Discuss accessories: - how many - color - occasion	
	Relate the planning of a clothing budget to wise buying practices.	
	Study Ship 'n Shore shirt bulletin. Picture-association of psychological effects of clothing: Students tell what effect an outfit has upon them.	Bulletin from Ship 'n Shore on purchasing a shirt
con-	Read and discuss "The Fabrics of Your Life."	
ons.	Together in class, make a collection of fabric swatches identifying the: - cost - weave - fiber - fabric - commercial name - use	Homemaking for Teen-agers, chp. 7

HOME ARTS - FAMILY RELATIONS

NOTE: This unit was interspersed in part with the Grooming Unit to give students time to get-together the money for thei sewing. I found the students more responsive when they something with their hands. During this unit, they plann jects to be done for the department such as reorganizing room and antiquing a stool and wastebasket for the bathro also planned to wallpaper in the laundry room, but didn' of class time.

Goals & Concepts	Activities
I. To value interaction within the family and understand the changing roles of the family members	
Families are alike in many ways; they are also different in many ways.	Read and discuss "Values of the Family Un List and discuss how your family is like others. How does this effect your person ality? List and discuss ways in which families a different. Is this good? bad?
Families are influenced by many different factors.	Class divides into four groups. Each dis cusses a selected topic and then shows generalizations developed with class. - Traits and talents come from parents - Basic physical needs are met in families. - Mental and emotional needs are met in families. - Personality grows through family liv
In order to meet the needs of all members, families sometimes seek satisfaction for the adult members and at other times for the children.	Each student writes (and/or shares) a one page story about the most important thin my family has done for me.

HOME ARTS - FAMILY RELATIONS

s unit was interspersed in part with the Grooming Unit and was used
give students time to get-together the money for their material for
ing. I found the students more responsive when they were doing
ething with their hands. During this unit, they planned some pro-
ts to be done for the department such as reorganizing the laundry
m and antiquing a stool and wastebasket for the bathroom. We had
o planned to wallpaper in the laundry room, but didn't due to lack
class time.

	Activities	Resources & Notes
n the chang- embers		
ways; many ways.	Read and discuss "Values of the Family Unit."	Living in Families
	List and discuss how your family is like others. How does this effect your personality?	
	List and discuss ways in which families are different. Is this good? bad?	
many	Class divides into four groups. Each discusses a selected topic and then shows generalizations developed with class. - Traits and talents come from parents. - Basic physical needs are met in families. - Mental and emotional needs are met in families. - Personality grows through family living.	The Family (film) Friendship Begins at Home (film) Sharing Work at Home (film) You and Your Family (film)
s of all es seek t members e children.	Each student writes (and/or shares) a one-page story about the most important thing my family has done for me.	

Goals & Concepts	Activities
	Read and discuss the value i sister relationships.
	Discuss: How should an olde when a young child says to h "I hate you"?
	What is your status in your - advantages - special problems
	Sometimes brothers and siste of each others manners. Hav received or given help?
Some of the problems related to growing up are the same for each generation.	Bring to class or describe a your parents' teen years. Wh can you find that your paren agers were much as you are t differences?
	List the things you do that b faction to your parents. Li you do that hurt them. Can t compromise?
II. To broaden our friendships and understand and learn to value boy-girl relationships	
Growing up is getting ready.	Read and discuss a good age f and why.
	Share some phrase we know or about dating in other countri

	Activities	Resources & Notes
	Read and discuss the value in brother and sister relationships.	
	Discuss: How should an older person act when a young child says to his brother, "I hate you"?	
	What is your status in your family? - advantages - special problems	
	Sometimes brothers and sisters are ashamed of each others manners. Have you ever received or given help?	Building Your Life
to each	Bring to class or describe a souvenir of your parents' teen years. What evidence can you find that your parents as teenagers were much as you are today? What differences?	
	List the things you do that bring satisfaction to your parents. List the things you do that hurt them. Can there be a compromise?	
and ue		
	Read and discuss a good age for dating and why.	Are You Popular (film)
	Share some phrase we know or have heard about dating in other countries.	Beginning to Date (film) Date Etiquette (film)

Goals & Concepts	Activities
	Assignment: Read at least part of a book on dating from the library.
	Prepare a display of dating books that ar available from the school library.
Having a good experience with the opposite sex during your teens will help in a mature marriage relationship.	Share information obtained from research (the books students read and discussions they had with friends). - topics boys like to discuss - how to be popular - things to do on a date - hour to get in - steady dating - use of the family car
Social poise does not just come naturally; it comes from learning the proper thing to do and practicing same.	Role playing of etiquette practices. NOTE: I had hoped to have a panel of boys and girls, but decided discussion with just the class was best for this year's group.

Activities

Assignment: Read at least part of a book on dating from the library.

Prepare a display of dating books that are available from the school library.

Share information obtained from research (the books students read and discussions they had with friends).
- topics boys like to discuss
- how to be popular
- things to do on a date
- hour to get in
- steady dating
- use of the family car

Role playing of etiquette practices.

NOTE: I had hoped to have a panel of boys and girls, but decided discussion with just the class was best for this year's group.

Resources & Notes

Dating Do's and Don't's (for boys) (film)

What to Do on a Date (for boys)

How to Say No (film)

How Do You Know It's Love (film)

Building Your Life

Living in Families

When You Marry

Thresholds to Adult Living

Goals & Concepts	Activities
I. To recall the sewing skills based on past learnings in order to select and construct a suitable garment	
A correctly selected project will add to the enjoyment of sewing.	Select patterns together rememberi cussion on line and figure analysi
	Study and measure for pattern siz
	Field trip to fabric store to purc fabric and notions.
New knowledge and skills are based on past learnings and abilities.	Demonstrations and displays: - processing material - measuring and altering patter - cutting - marking (different kinds) - stay-stitching - darts and pressing - interfacing: neck and colla - zipper: center and lapped - collar - facing - grading and understi - sleeves - handstitching - hem: hand and machine - buttonholes - other fastenings - measuring for hem - attaching a hem - pockets: mitered corners; r corners - one-piece facing - applying trim

HOME ARTS - CLOTHING

	Activities	Resources & Notes
ed		
ll	Select patterns together remembering discussion on line and figure analysis.	Pattern books
	Study and measure for pattern size.	Fairfax County Home Economics Curriculum Guide, pp. 146-146
	Field trip to fabric store to purchase fabric and notions.	
ased s.	Demonstrations and displays: - processing material - measuring and altering pattern - cutting - marking (different kinds) - stay-stitching - darts and pressing - interfacing: neck and collar - zipper: center and lapped - collar - facing - grading and understitching - sleeves - handstitching - hem: hand and machine - buttonholes - other fastenings - measuring for hem - attaching a hem - pockets: mitered corners; reinforced corners - one-piece facing - applying trim	McCall's aids Fairfax County Home Economics Curriculum Guide, pp. 146-149

Goals & Concepts	Activities
Proper pressing techniques are essential to garment construction.	Demonstrate pressing techniques at appropriate times during construction of garment.
	Take part in a fashion show or have a mother-daughter tea at which students model garments made.
	NOTE: This class was a part of the ninth-grade Home Economics I fashion show. Activities involved: - how to model - planning refreshments - baking cookies

Activities Resources & Notes

Demonstrate pressing techniques at appropriate times during construction of garment.

Take part in a fashion show or have a mother-daughter tea at which students model garments made.

NOTE: This class was a part of the ninth-grade Home Economics I fashion show.

Activities involved:
- how to model
- planning refreshments
- baking cookies

RESOURCES

Books

Betty Crocker's Hostess Cookbook. New York: Golden Press, Inc.

Craig, Hazel T., Thresholds to Adult Living. Peoria, Illinois: Chas. A. Bennett

* Craig, Hazel T. & Rush, Ola, Homes With Character. Boston: D. C. Heath & Comp

Landis, Judson T. & Landis, Mary G., Building Your Life. Englewood Cliffs, New J

McDermott, Irene & Nicholas, Florence W., Homemaking for Teen-agers. Peoria, Illi
1962.

Pollard, L. Belle, Experiences With Foods. Boston: Ginn and Company, 1961.

Rutt, Anna Hong, Home Furnishings. New York: John Wiley & Sons, Inc., 1961

Smart, Mollie & Smart, Russell, Living in Families. Boston: Houghton-Mifflin Com

* Duvall, Evelyn M., Hill, Reuben, Duvall, Sylvanus, When You Marry. Boston: D. C.

Pamphlets

A Teen's ABC's of Beauty, Avon Products, Inc., 30 Rockefeller Plaza, New York, N

Guide to Good Eating

Housecleaning Handbook for Young Homemakers, Bulletin 300, Virginia Polytechnic I

1,001 Decorating Ideas

RESOURCES

Books

rk: Golden Press, Inc.

ng. Peoria, Illinois: Chas. A. Bennett Company, Inc., 1962.

haracter. Boston: D. C. Heath & Company, 1966.

ding Your Life. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Homemaking for Teen-agers. Peoria, Illinois: Chas. A. Bennett Company, Inc.,

. Boston: Ginn and Company, 1961.

ork: John Wiley & Sons, Inc., 1961

Families. Boston: Houghton-Mifflin Company, 1965.

Sylvanus, When You Marry. Boston: D. C. Heath & Company, 1965.

Pamphlets

, Inc., 30 Rockefeller Plaza, New York, New York

ers, Bulletin 300, Virginia Polytechnic Institute, Blacksburg, Virginia

RESOURCES

Films

Are You Popular (order through Library)

Beginning to Date (order through Library)

Clothes & You - Line and Proportion (order through Library)

Cooking - Kitchen Safety

Cooking - Planning & Organization

Date Etiquette (order through Library)

Dating Do's and Don't's (for boys) (order through Library)

* Food & Nutrition, State Film Library

Friendship Begins at Home (order through Library)

Fundamentals of Diet, State Film Library

Good Grooming for Girls (order through Library)

Good Grooming Makeup (order through Library)

Good Grooming Posture (order through Library)

Home Management - Buying Food

Home Management - Why Budget?

How Do You Know It's Love? (order through Library)

How To Say No (order through Library)

Koratron Story, Sterling Movies

Sharing Work at Home (order through Library)

* Family (The) (order through Library)

RESOURCES

Films

Understanding Vitamins, State Film Library

What To Do On A Date (for boys) (order through Library)

You & Your Family (order through Library)

Filmstrips

Cakes & Frostings (Betty Crocker), General Mills, Minneapolis, Minnesota

Focus on Family Wash, Proctor & Gamble, Cincinnati, Ohio

Household Helpers, Proctor & Gamble, Cincinnati, Ohio

How to Save 30 Minutes a Day, Rubbermaid, Inc., Wooster, Ohio

Labels

Mealtime Can Be Magic

New Room in Your Kitchen, Rubbermaid, Inc., Wooster, Ohio

Road to Responsibility (The), Proctor & Gamble, Cincinnati, Ohio

Wash Day Wonders, Proctor & Gamble, Cincinnati, Ohio

HOME ECONOMICS SURVEY

Course Description

In this class, the student surveys the opportunities for gainful employment in jobs involving home economics knowledge and skills. Attention is given to obtaining information on employment laws and policies, and the development of skills necessary for initial employment. Study is given to the relationship between personal life, formal education and job success.

Home Economics Survey covers the major related areas in the world of work and helps the student to realistically ascertain her saleable abilities. Emphasis is placed on self-preparation for the dual role of future homemaker and wage earner.

In the eleventh grade, the student may desire to continue in a vocational program by specializing in one particular area: namely, Food Service, Commercial Sewing and Related Textiles, Institutional Management, Distributive Education, Cosmetology, Vocational Office Training, etc.

Program of Work

As teacher and students plan together to develop the program of work, the unique needs of the students are discovered and provision made to meet these needs. Therefore, the depth study and time spent in each unit depends upon the needs, abilities and interests of the class members.

The areas of activities include:

- Social and psychological aspects of clothing
  Clothing construction and simple alterations
  Wardrobe maintenance
- Advanced meal preparation, service and etiquette
  Significance of food
- Employment policies and labor laws
- Preparation for adulthood
- Consumer education
- Job success factors
- Job possibilities: direct and related
  Home Economics aids the office employee

Program of Work (cont.)

The units of instruction for Home Economics Survey are being developed. Two of the units are included in this guide: Consumer Education and Home Economics Aids the Office Employee. Resource material for the unit, Preparation for Adulthood, may be found in the Fairfax County Home Economics Curriculum Guide (pp. 269-289) under the titles, Looking Toward Marriage in the Future and Housing and Interior Design.

Goals & Concepts	Activities
I. To ascertain the sources of money usually available to the high-school-age girl	
Sources of income vary according to age, education and experience.	List the high school girl's usual sou income: allowance, wages, bank intere government bonds, "stretching the doll Explore the possible jobs available t high school girl in the community. C the labor laws.
II. To recognize that money earned, plus spending habits, determine income	
Income is determined by the amount of money received and how that money is used.	Explore what is meant by "planning f spending."
Satisfactions are derived from wise income management.	Prepare a money management chart suitable for a high school student. Make a personal budget for a short pe of time using a money management char Decide which expenditures gave most p sonal satisfactions and why.
Flexibility is important in the spending plan if it is to be workable and satisfying.	Discuss why a spending plan should be flexible.

OME ECONOMICS SURVEY - CONSUMER EDUCATION

Activities	Resources & Notes
List the high school girl's usual sources of income: allowance, wages, bank interest, government bonds, "stretching the dollar."	
Explore the possible jobs available to the high school girl in the community. Check the labor laws.	Excerpts of Virginia Labor Laws Employment Regulations Affecting Minors & Women (1964)

ns

Activities	Resources & Notes
Explore what is meant by "planning for spending."	Building Your Life
Prepare a money management chart suitable for a high school student.	
Make a personal budget for a short period of time using a money management chart.	
Decide which expenditures gave most personal satisfactions and why.	
Discuss why a spending plan should be flexible.	

	Goals & Concepts	Activities
	Personal patterns of spending and saving effect the financial plan.	Discuss fixed expenses, running e elastic expenses.
III.	To learn and practice sound habits of spending and saving money	
	Values determine how a person's income will be handled.	List the factors which determine a use of his income.
		Explore the effect that one's valu on decisions to spend and save.
	There are basic consumer principles that can be applied to all purchases.	Search for suggestions or "tips" t tice when spending money that can applied to any purchase.
		Discuss shopping etiquette.
	Before purchasing, consider the upkeep of the product as well as the initial cost.	Check different types of merchandi evaluate the upkeep as well as th cost of the products.
IV.	To become acquainted with practices which are important to each individual as a consumer	
	Information given on manufacturer's labels are often good buying guides.	Check labels on clothing, food pac etc. to determine the value to th sumer of the information given.
	Manufacturer's brand name helps to identify a product and acts as a guide to future purchases if the item is liked by the consumer.	Identify brand names of various it evaluate the quality of the produc

	Activities	Resources & Notes
ng and plan.	Discuss fixed expenses, running expenses, elastic expenses.	
habits y		
on's	List the factors which determine a person's use of his income.	Enjoying Family Living
	Explore the effect that one's values have on decisions to spend and save.	
inciples pur-	Search for suggestions or "tips" to practice when spending money that can be applied to any purchase.	
	Discuss shopping etiquette.	
the up- as the	Check different types of merchandise to evaluate the upkeep as well as the initial cost of the products.	
practices in-		
acturer's ng guides.	Check labels on clothing, food packaging, etc. to determine the value to the consumer of the information given.	You Are A Consumer of Clothing
helps to s as a if the mer.	Identify brand names of various items and evaluate the quality of the product.	

Goals & Concepts	Activities
Reliable manufacturers adhere to certain standards.	Compare information gained from the m commonly used channels of communicati between manufacturer, retailer and co sumer. (advertisements in newspaper magazines, commercials on radio and t vision) Evaluate commercials on TV and radio displays in stores as to their value use. Collect guarantees and seals of appro determine their value to the consumer
V. To recognize the importance of wise choices in spending	
Government bulletins are about the most reliable sources of consumer information.	Discuss sources of government bulleti Become acquainted with pertinent gove ment bulletins.
Booklets and leaflets prepared by manufacturers are sources of information about their products.	Evaluate information gained from mate prepared by manufacturers.
Protective agencies provide consumer information and services.	List agencies which provide protectio the consumer. Cite the types of protection the cons might receive from these agencies.

Activities	Resources & Notes
Compare information gained from the most commonly used channels of communication between manufacturer, retailer and consumer. (advertisements in newspapers, magazines, commercials on radio and television)	
Evaluate commercials on TV and radio and displays in stores as to their value and use.	
Collect guarantees and seals of approval; determine their value to the consumer.	
Discuss sources of government bulletins.	Government bulletins
Become acquainted with pertinent government bulletins.	
Evaluate information gained from materials prepared by manufacturers.	Manufacturers' booklets and leaflets
List agencies which provide protection for the consumer.	Better Business Bureau
Cite the types of protection the consumer might receive from these agencies.	

Goals & Concepts	Activities
VI. To recognize the importance of wise choices in spending	
An alert shopper recognizes the best buy for the occasion.	Discuss factors which determine the best buy.
A good shopper knows the specific department in which to look for the item she needs.	Identify departments by name and items carried. Example: notions, kitchenwar
An informed shopper recognizes worthwhile sales.	Discuss the pros and cons of sales and comparative shopping.
A wise shopper recognizes the difference between wants and needs.	List the factors that determine one's wants and needs.
A wise shopper reads information given on labels.	Develop a file of care labels, buying guides and guarantees similar to one a consumer would keep at home.
Merchandise may be purchased by cash or by charge.	Determine the value gained by cash purchasing; by credit buying.
VII. To recognize the overall cost of a product	
The initial cost, the general upkeep and the deterioration of the product should be considered before purchasing.	Determine the maintenance required of various articles of clothing. Explore the service rendered by the coi cleaning machines vs. drycleaning establishments. Examine various items to determine dura such as method of construction, materia used, design, etc.

	Activities	Resources & Notes
ise		
best	Discuss factors which determine the best buy.	
c the	Identify departments by name and items carried. Example: notions, kitchenware	
orth-	Discuss the pros and cons of sales and comparative shopping.	
f-	List the factors that determine one's wants and needs.	
	Develop a file of care labels, buying guides and guarantees similar to one a consumer would keep at home.	
	Determine the value gained by cash purchasing; by credit buying.	Dollar Sense
f a		
okeep oduct chas-	Determine the maintenance required of various articles of clothing.	
	Explore the service rendered by the coin cleaning machines vs. drycleaning establishments.	
	Examine various items to determine durability, such as method of construction, material used, design, etc.	

Goals & Concepts	Activities
VIII. To consider the advantages of practicing economy in personal living	
Satisfactions are derived from wise income management.	Prepare a one-month money suitable for a high school
	Develop a record of one's spending habits.
Flexibility is important in the spending plan if it is to be workable and satisfying.	Make a personal budget for of time using money manage
Personal patterns of spending and saving effect the financial plan.	Discuss basic needs of all clothing, shelter, etc.
	Have students estimate wha son spends; a couple spend four spends per month. Us mail order catalogues for
IX. To apply business methods to personal and family living	
Proper business practices are an integral part of personal finance.	List ways of economizing. ing detergents, care of cl
Ability to handle business transactions is an important skill to develop.	Fill out order blanks for order catalogues.
	Develop a household file a keeping system. Cite valu
	Study blanks used for open account.

	Activities	Resources & Notes
es of rsonal		
d from	Prepare a one-month money management chart suitable for a high school student.	
	Develop a record of one's own personal spending habits.	
in the o be work-	Make a personal budget for a short period of time using money management chart.	Better Buymanship Series Dollar Sense
ending and ial plan.	Discuss basic needs of all persons - food, clothing, shelter, etc.	
	Have students estimate what the average person spends; a couple spends; a family for four spends per month. Use newspapers and mail order catalogues for current prices.	
ds to per-		
es are an al finance.	List ways of economizing. Example: measuring detergents, care of clothing.	Clothing (Better Buymanship Series)
ess trans- skill to	Fill out order blanks for ordering from mail order catalogues.	
	Develop a household file and a simple bookkeeping system. Cite values derived.	
	Study blanks used for opening a charge account.	

Goals & Concepts	Activities
	Practice check writing, filling out mo orders and endorsing a check.
	Discuss value gained from membership i record clubs and book clubs. Cite res bilities assumed with enrollment and h terminate such membership.

Activities	Resources & Notes
Practice check writing, filling out money orders and endorsing a check.	
Discuss value gained from membership in record clubs and book clubs. Cite responsibilities assumed with enrollment and how to terminate such membership.	

GRADE 10

HOME ECONOMICS SURVEY

HOME ECONOMICS SURVEY - HOME ECONOMICS AIDS THE OFFIC

	Goals & Concepts	Activities
I.	To ascertain the skills required of office workers	
	The business skills needed to do office work vary according to the job.	List the type of jobs required in an Examples: filing, answering the phon typing, taking dictation, making morn coffee, etc. Chart the skills necessary for each j listed.
	The ability to get along with other employees and employer is another type of essential skill.	Discuss business etiquette and relati ships.
II.	To relate classroom activities to office procedures	
	Certain classroom activities are office-related.	Cite examples of record-keeping requi in the classroom, such as: recording grades, filing, materials, personal p gress files, monthly attendance recor grocery orders, drawing account requi Discuss how these activities can be ized into an office situation.
	By using office procedures, certain responsibilities can be performed more efficiently.	Set up an office plan to discharge th "business" of the class. Prepare job descriptions.

HOME ECONOMICS SURVEY - HOME ECONOMICS AIDS THE OFFICE EMPLOYEE

	Activities	Resources & Notes
s required of		
eded to do ding to the	List the type of jobs required in an office. Examples: filing, answering the phone, typing, taking dictation, making morning coffee, etc.	Betty and Her Typewriter
	Chart the skills necessary for each job listed.	
ng with nployer is tial skill.	Discuss business etiquette and relationships.	
ctivities to		
ivities are	Cite examples of record-keeping required in the classroom, such as: recording grades, filing, materials, personal progress files, monthly attendance records, grocery orders, drawing account requisitions.	Phil the File Clerk
	Discuss how these activities can be organized into an office situation.	
dures, certain be performed	Set up an office plan to discharge the "business" of the class.	
	Prepare job descriptions.	

	Goals & Concepts	Activities
III.	To obtain an understanding of wage differences	
	Certain personal factors determine the wages paid an employee.	List the personal factors wh the wages a job carries. Exa ence, type of skill required, involved, hours on the job, of service, etc.
	Location and size of the organization influence the salary scale.	List factors involved, such vs. small town, large organi company, regional influences
IV.	To understand the meaning of fringe benefits	
	The prospective employee should inquire into fringe benefits as well as wages.	Explain the meaning of fring Check help-wanted ads of lar find the type of fringe bene Explain each benefit listed. Cite other possible benefits lunch, transportation, tips, etc.
	Fringe benefits have a monetary value.	Cite examples of the value o Determine how wages are actu fringe benefits. Explore the short- and long- these benefits.

	Activities	Resources & Notes
ng of wage		
determine ee.	List the personal factors which enter into the wages a job carries. Examples: experience, type of skill required, responsibilities involved, hours on the job, education, length of service, etc.	
organiza- y scale.	List factors involved, such as: large city vs. small town, large organization vs. small company, regional influences.	
g of fringe		
should in- ts as well	Explain the meaning of fringe benefits.	
	Check help-wanted ads of large companies to find the type of fringe benefits offered.	
	Explain each benefit listed.	
	Cite other possible benefits. Example: free lunch, transportation, tips, uniform furnished, etc.	
onetary	Cite examples of the value of fringe benefits.	
	Determine how wages are actually increased by fringe benefits.	
	Explore the short- and long-term value of these benefits.	

Goals & Concepts	Activities
V. To understand the difference between salary received and take-home pay	
The salary and take-home pay is not the same amount of money.	List the factors which determine take-home p
Income tax influences yearly income.	Using a basic income, fill out State and Federal income tax forms.
All persons whose income exceeds a certain amount of money are subject to income tax.	Relate learnings to personal income.
VI. To realize that how a person conducts his personal affairs influences his efficiency on the job	
Freedom from excess worry or irritations improves one's efficiency on the job.	Discuss how one's ability to control one's personal life effects one's happiness and efficiency on the job. Examples: lives within one's income, health habits, home environment, family relations, social life, etc.
A person can improve his environment.	Cite examples of how environment can be improved by choice of friends and activities ability to control emotions, enhancement of one's abilities, etc.

	Activities	Resources & Notes
etween pay		
s not	List the factors which determine take-home pay.	
ncome.	Using a basic income, fill out State and Federal income tax forms.	
ds a bject	Relate learnings to personal income.	
onducts s his		
rrita- cy on	Discuss how one's ability to control one's personal life effects one's happiness and efficiency on the job. Examples: lives within one's income, health habits, home environment, family relations, social life, etc.	
ron-	Cite examples of how environment can be improved by choice of friends and activities, ability to control emotions, enhancement of one's abilities, etc.	

RESOURCES

Cross, Aleene A., Enjoying Family Living. Philadelphia: J. B. Lippinco

Pamphlets

Clothing, (Better Buymanship Series, Editors of Co-Ed Magazine). New Yo

Dollar Sense, (Better Buymanship Series, Editors of Co-Ed Magazine). New

Garrett, Pauline G. & Metzen, Edward J., You Are A Consumer of Clothing.

Lawson, Tom, Betty and Her Typewriter. New York: McGraw-Hill Book Comp

Wright, Phil the File Clerk. New York: McGraw-Hill Book Company.

RESOURCES

ng Family Living. Philadelphia: J. B. Lippincott Company, 1967.

Pamphlets

ship Series, Editors of Co-Ed Magazine). New York: Scholastic Magazines, Inc., 1967.

ymanship Series, Editors of Co-Ed Magazine). New York: Scholastic Magazines, Inc., 1967.

tzen, Edward J., You Are A Consumer of Clothing. Boston: Ginn and Company, 1967.

er Typewriter. New York: McGraw-Hill Book Company, 1967.

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